2006
AMENDMENTS
to the
Program of Studies: Junior High Schools

1. **Replace** (2005) front-end pages i to iv and Preamble pages 1 to 5 with **revised** (2006) front-end pages i to v and Preamble pages 1 to 5.

2. LANGUAGE ARTS
   - **Replace** the Language Arts title page, following the Language Arts divider.
   - **Insert new** Chinese Language Arts, pages 1 to 102, following the Language Arts title page.
   - **Insert new** Français, page 1, following Chinese Language Arts, page 102.
   - Insert **new** French Language Arts, page 1, following Français, page 1.

3. SOCIAL STUDIES
   - **Insert new** Social Studies, page 1, following the Social Studies divider.
   - **Insert new** Program Rationale and Philosophy (2005), pages 1 to 12, following Social Studies, page 1.
   - **Insert new** Grade 7 (2006), pages 1 to 11, following Program Rationale and Philosophy, page 12.
   - **Remove** Social Studies C.3 to C.10 (Revised 1989) and **replace** with revised C.3 (Revised 2006).

4. INTEGRATED OCCUPATIONAL PROGRAM
   - **Replace** the Integrated Occupational Program title page, following the Integrated Occupational Program divider.
   - **Remove and discard** IOP English Language Arts Grades 8 and 9, pages A.1 to C.15 (1992).
   - **Remove and discard** IOP Practical Arts Grades 8 and 9, pages A.1 to C.14 (1992).

5. KNOWLEDGE AND EMPLOYABILITY
   - **Insert new** Knowledge and Employability (KE) divider, following IOP Social Studies Grades 8 and 9, page C.23.
   - **Insert new** Knowledge and Employability title page, following Knowledge and Employability divider.

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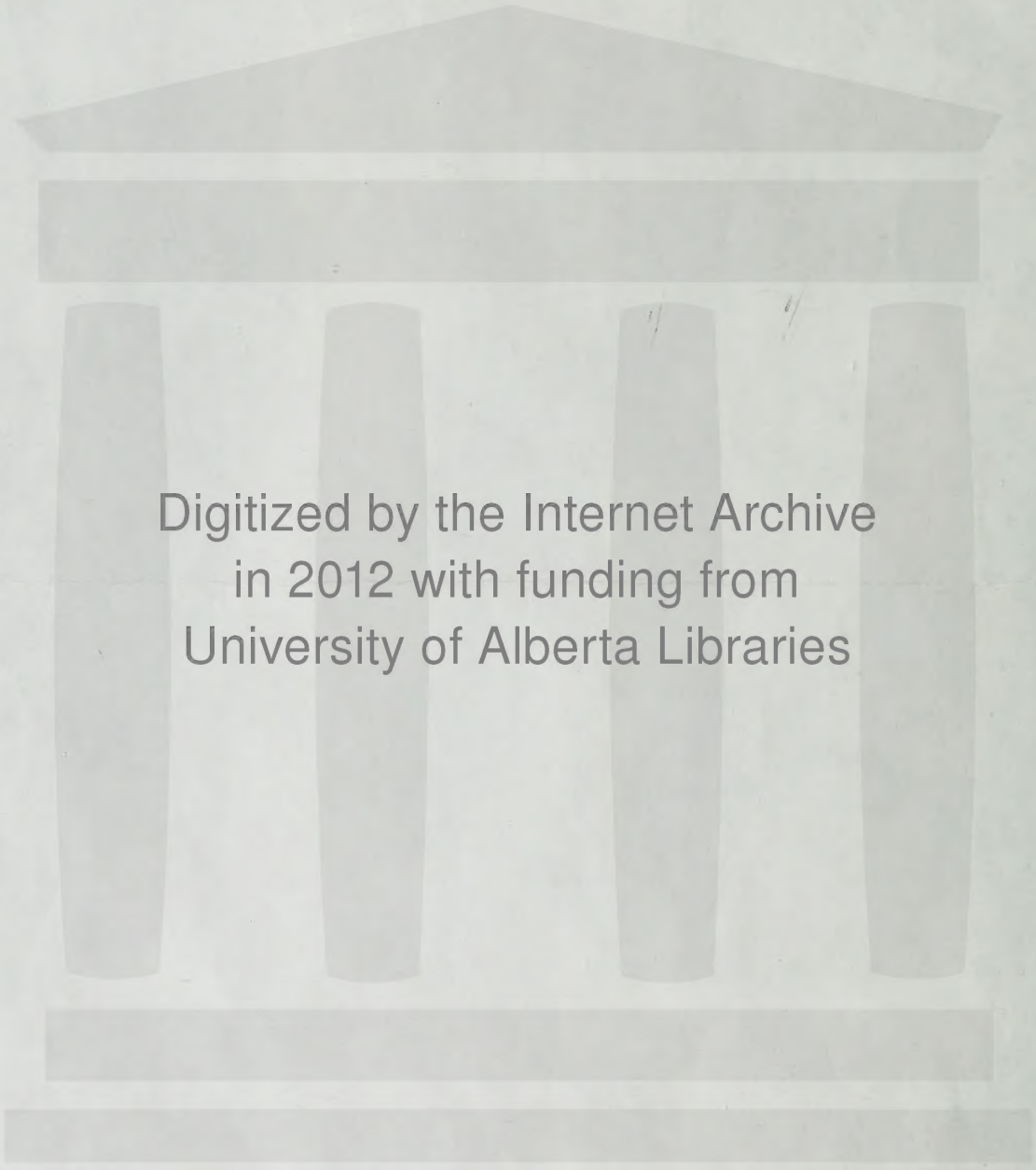
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- **Insert new** KE English Language Arts Grades 8 and 9, pages 1 to 36, following Knowledge and Employability title page.
- **Insert new** KE Mathematics Grades 8 and 9, pages 1 to 19, following KE English Language Arts, page 36.
- **Insert new** KE Science Grades 8 and 9, pages 1 to 37, following Mathematics Grades 8 and 9, page 19.
- **Insert new** KE Occupational Courses Grades 8 and 9, pages 1 to 8, following Science Grades 8 and 9, page 37.
- **Insert new** KE Art/Design and Communication Grades 8 and 9, pages 9 to 36, following KE Occupational Courses Grades 8 and 9, page 8.
- **Insert new** KE Auto Mechanics Grades 8 and 9, pages 9 to 27, following KE Art/Design and Communication Grades 8 and 9, page 36.
- **Insert new** KE Business Services Grades 8 and 9, pages 9 to 26, following KE Auto Mechanics Grades 8 and 9, page 27.
- **Insert new** KE Construction Grades 8 and 9, pages 9 to 36, following KE Business Services Grades 8 and 9, page 26.
- **Insert new** KE Fabrics Grades 8 and 9, pages 9 to 15, following KE Construction Grades 8 and 9, page 36.
- **Insert new** KE Foods Grades 8 and 9, pages 9 to 25, following KE Fabrics Grades 8 and 9, page 15.
- **Insert new** KE Horticulture Grades 8 and 9, pages 9 to 26, following KE Foods Grades 8 and 9, page 25.
- **Insert new** KE Human Care Grades 8 and 9, pages 9 to 21, following KE Horticulture Grades 8 and 9, page 26.
- **Insert new** KE Workplace Readiness Grades 8 and 9, pages 9 to 32, following KE Human Care Grades 8 and 9, page 21.

6. SECOND LANGUAGES
   - **Replace** the Second Languages title page, following the Second Languages divider.
   - **Replace** French as a Second Language (ECS to Grade 12), pages A.1 to C.6, with revised French as a Second Language Nine-year Program (Grades 4–12), pages 1 to 31.
   - **Insert new** Italian Language and Culture Twelve-year Program Grades 7–8–9, pages 1 to 36, following Italian Language and Culture Grades 7–8–9 (2004), page 39.

PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3 with amendments in force as of January 1, 2002.

Alberta
EDUCATION

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This document reflects changes in the program of studies for junior high schools up to August 2006.

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PROGRAM OF STUDIES: JUNIOR HIGH

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❶ Program information only.

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INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found in the *Learning Resources Centre Resources Catalogue*, or electronically through the:

- LRC Web site at www.lrc.education.gov.ab.ca.

Resource listings can also be accessed through the:

- Authorized Resources Database at www.education.gov.ab.ca under Kindergarten to Grade 12, Curriculum and Learning and Teaching Resources, Programs of Study and Learning and Teaching Resources.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at www.education.gov.ab.ca under Kindergarten to Grade 12.

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PROGRAM FOUNDATIONS

Alberta's Education System[1]

Vision

The best Kindergarten to Grade 12 education system in the world.

Mission

The Ministry of Education, through its leadership and work with stakeholders, ensures that students attain the knowledge and skills required for lifelong learning, work and citizenship.

Core Business: Lead and Support the Kindergarten to Grade 12 Education System So That All Students Are Successful at Learning

Goal 1 – High quality learning opportunities for all

Goal 2 – Excellence in student learning outcomes

Goal 3 – Highly responsive and responsible education system

Principles

Student Centred

- The highest priority of the education system is the success of the student.

Accessible

- Every student in Alberta has the right of access to a quality basic education consistent with the student's needs and abilities.

Collaborative

- Kindergarten to Grade 12 education, which provides the foundation for lifelong learning, best occurs when partners and stakeholders work together to provide a holistic approach and a supportive environment.

Accountable

- All those involved in the education system are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Responsive

- The education system is flexible, anticipates student needs and provides opportunities for parent and student choice.

Innovative

- The education system demonstrates leading-edge innovation for improved results.

Equitable

- All students have equitable access to quality learning opportunities.

Values

- Respect
- Integrity
- Trust
- Openness
- Caring

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[1] Excerpted from the *Education Business Plan 2006–2009*, March 2006. This plan is available on the Alberta Education Web site at www.education.gov.ab.ca.

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Goals and Standards Applicable to the Provision of Basic Education in Alberta[1]

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

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[1] Excerpted from the *K–12 Learning System Policy, Regulations and Forms Manual.* This manual is available on the Alberta Education Web site at www.education.gov.ab.ca.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

(a) prescribe religious instruction to be offered to its students;

(b) prescribe religious exercises for its students;

(c) prescribe patriotic instruction to be offered to its students;

(d) prescribe patriotic exercises for its students;

(e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

(a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or

(b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS–3.1 s33;1990 c36 s16

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LEARNING RESOURCES

Policy

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 60(2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 61(1) of the *School Act*.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education are authorized by definition.

Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780–427–2767, Fax 780–422–9750, Internet www.lrc.education.gov.ab.ca.

Resources are listed in the *Learning Resources Centre Resources Catalogue* and at the LRC Web site. Resources are also listed in the Authorized Resources Database at the Alberta Education Web site. See page 1.

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LANGUAGE ARTS

CONTENTS

English Language Arts

Chinese Language Arts

Français

French Language Arts

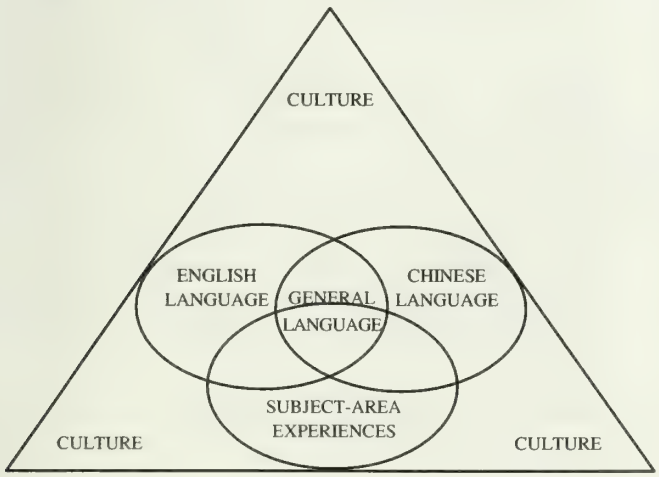
German Language Arts

Ukrainian Language Arts

CHINESE LANGUAGE ARTS KINDERGARTEN TO GRADE 9

INTRODUCTION

Chinese[1] language arts is an integral part of Chinese bilingual programming. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies reflects the breadth of Chinese bilingual programming by providing outcomes for learning language and for learning about culture. However, Chinese bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Chinese language arts and English language arts, Chinese bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the target language is emphasized
- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner.

1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

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RATIONALE FOR CHINESE BILINGUAL PROGRAMMING AND CHINESE LANGUAGE ARTS

Chinese bilingual programming contributes to personal development

Chinese bilingual programming establishes an environment in which both English and Chinese are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. The Chinese language is used to explore ideas and experiences, to construct meaning and to communicate understanding. Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction and cultural information, while fostering in students a positive attitude toward themselves and others.

Chinese language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. The learning environment, supportive of the learner and encouraging the learner to take risks, recognizes that errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

Chinese bilingual language learning fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to new language learning. Similarly, in acquiring a new language, students develop new language learning skills that can then be applied to their first language. In this way, continuous concurrent development of first and second language skills, or skills in additional languages, is fostered through Chinese bilingual programming. Opportunities for proficiency and skill development in these languages are maximized.

Chinese bilingual language learning enhances all communication skills

The development of communication skills is vital to Chinese bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Chinese bilingual language learning develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. Learners require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Chinese bilingual language learning promotes the acquisition of learning strategies

Language acquisition in Chinese bilingual programming is effectively supported by

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providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies, therefore, provides a variety of learning outcomes at all levels that promote the development of strategic competencies applicable to many learning circumstances.

Chinese bilingual programming promotes intracultural and intercultural awareness

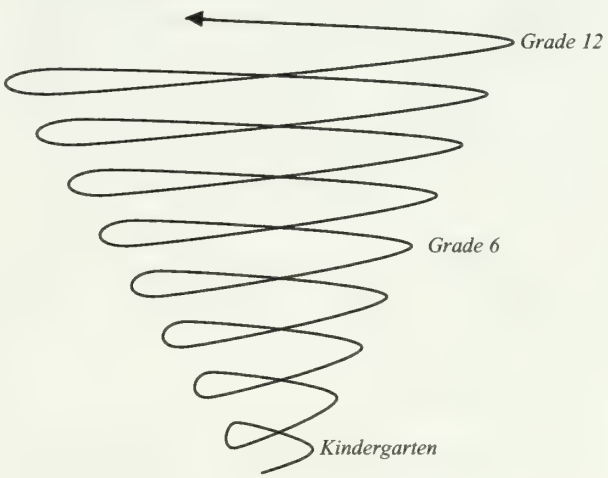
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Chinese bilingual programming bring to their program a range of cultural backgrounds and experiences. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of Chinese culture through the various perspectives of history, contemporary life, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Chinese bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Chinese bilingual programming provides a rich environment for the development of essential knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies supports the intellectual, social, emotional, creative, linguistic and cultural development of students in Chinese bilingual programming.

A SPIRAL PROGRESSION

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the Chinese language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

The Chinese Language Arts Kindergarten to Grade 9 Program of Studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that

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students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Chinese upon entry into Kindergarten. Nevertheless, students with prior exposure to Chinese can equally be challenged within this program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the Chinese Language Arts Kindergarten to Grade 9 Program of Studies is divided into two sections:

- Language Arts
  - General Language Component
  - Specific Language Component
- Culture

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies reflects an integrated, interdependent approach to language learning within a bilingual programming context. Chinese language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education,* 1998. In this manner, both English language instruction and Chinese language instruction support the development of common language knowledge, skills and attitudes.

The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Chinese.

The Specific Language Component provides the detailed linguistic elements of Chinese, descriptors of language competence for each grade, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

The Specific Language Component outlines the linguistic elements that students will need in order to use the Chinese language, while the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the Chinese language and culture, the community and the world.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Chinese Language Arts Kindergarten to Grade 9 learning sequence are expected to achieve.

Chinese bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Chinese Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

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Language Arts: General Language Component

General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Culture

General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

It is strongly recommended when addressing any specific outcome in this program of studies that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

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Guide to Reading the Program of Studies

General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

cluster heading for specific outcomes

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts
choose forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences by using simple forms in the classroom context	2. share ideas and experiences by using various forms for particular audiences	2. use a variety of forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories	3. order ideas to create a beginning, middle and end in their own oral, print and visual texts

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

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LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education,* 1998, but it has been adapted for delivery in Chinese. The General Language Component provides the context and purpose for the development and use of Chinese.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Chinese language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in the Chinese language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
express ideas	1. participate in a range of experiences	1. express personal experiences and familiar events	1. make and talk about personal observations	1. describe personal observations, experiences and feelings
consider others' ideas	2. participate in a range of experiences and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas, and observations of others, to discover and explore personal understanding
experiment with language and forms	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information	3. experiment with language to express feelings and talk about memorable experiences and events
express preferences	4. demonstrate enjoyment of an oral, print, visual or multimedia text	4. express preferences for a variety of oral, print, visual and multimedia texts	4. explain why an oral, print, visual or multimedia text is a personal favourite	4. collect and share favourite oral, print, visual and multimedia texts
set goals	5. participate in teacher-led group reading and writing activities and demonstrate reading and writing behaviours	5. participate in reading and writing activities	5. choose to read and write	5. develop a sense of themselves as readers, writers and illustrators

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
express ideas	1. describe and reflect upon personal observations and experiences to reach tentative conclusions	1. use personal experiences as a basis for exploring and expressing opinions and understanding	1. use exploratory language to discover their own interpretations and to share personal responses
consider others' ideas	2. explore connections among a variety of insights, ideas and responses	2. seek others' viewpoints to build on personal responses and understanding	2. select from others' ideas and observations to develop thinking and understanding
experiment with language and forms	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	4. collect and explain preferences for particular forms of oral, print, visual and multimedia texts	4. review a collection of favourite oral, print, visual and multimedia texts and share responses to preferred forms	4. assess a collection of favourite oral, print, visual and multimedia texts and discuss preferences for particular forms
set goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use and set personal goals to enhance language learning and use

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
express ideas	1. use exploratory language to discuss and record a variety of opinions and conclusions	1. explore diverse ideas to develop conclusions, opinions and understanding	1. question and reflect on personal responses and interpretations and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	2. compare their own insights and viewpoints to those of others	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
experiment with language and forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms
express preferences	4. explore oral, print, visual and multimedia texts recommended by others	4. explore oral, print, visual and multimedia texts recommended by others	4. explore a variety of oral, print, visual and multimedia texts other than those of personal preference
set goals	5. assess personal language use and revise personal goals to enhance language learning and use	5. assess personal language use and discuss developing abilities in personal language learning and use	5. self-monitor growth in language learning and use, using predetermined criteria

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
develop understanding	1. recognize connections between new experiences and prior knowledge, with assistance	1. connect new experiences and information with prior knowledge in familiar situations	1. connect new information, ideas and experiences with prior knowledge and experiences	1. examine how new experiences, ideas and information connect with prior knowledge and experiences
explain opinions	2. explore new experiences and ideas	2. begin to describe new experiences and ideas	2. explain new experiences and understanding	2. explain understanding of new concepts
combine ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for themselves and others
extend understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and experiences to clarify and extend understanding

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
develop understanding	1. connect new information and experiences with prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	2. express new concepts and understanding in their own words	2. explain personal viewpoints	2. explain personal viewpoints in meaningful ways and revise previous understanding
combine ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
extend understanding	4. ask basic questions to clarify information and to develop new understanding	4. ask questions to clarify information and to develop new understanding	4. ask a variety of questions to clarify information and to develop new understanding

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General Outcome 1
Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
develop understanding	1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1. understand the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	1. reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
explain opinions	2. articulate, represent and explain personal viewpoints clearly	2. summarize and represent personal viewpoints clearly	2. review and refine personal viewpoints through reflection, feedback and self-assessment
combine ideas	3. search for ways to reorganize ideas and information to extend understanding	3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	4. ask specific and focused questions for elaboration and clarification and discuss experiences and understanding	4. ask specific questions, reconsider initial understanding in light of new information and listen to diverse opinions	4. consider diverse opinions and assess whether new information clarifies understanding

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 *General Comprehension Strategies*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
prior knowledge	1. make connections among oral language, texts and personal experiences	1. make connections among texts, prior knowledge and personal experiences	1. make connections among texts, prior knowledge and personal experiences	1. make connections among texts, prior knowledge and personal experiences
comprehension strategies	2. recognize and anticipate meaning from familiar print, symbols and images and revise understanding based on further information	2. ask questions to anticipate meaning and use a variety of strategies to confirm understanding	2. anticipate meaning, recognize relationships, draw conclusions and self-correct understanding by using a variety of strategies	2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and listen, read and view again to check meaning
textual cues	3. recognize environmental print, symbols and images in context and recognize their own name and personally familiar characters	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, characters or ideas	4. use syntactic, semantic and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context	4. use syntactic, semantic and graphophonic cues to construct and confirm character meaning in context, and begin to use a dictionary

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 *General Comprehension Strategies*

Students will be able to:

	Grade 4	Grade 5	Grade 6
prior knowledge	1. make and record connections among personal experiences, prior knowledge and a variety of texts	1. make and record connections among personal experiences, prior knowledge and a variety of texts	1. make and record connections among personal experiences, prior knowledge and a variety of texts
comprehension strategies	2. confirm or reject inferences, predictions or conclusions, based on textual information, and check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding, and self-correct when necessary	2. use comprehension strategies appropriate to the type of text and purpose
textual cues	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a junior dictionary to determine character meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a dictionary to determine character meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a dictionary to determine character meaning in context

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 *General Comprehension Strategies*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
prior knowledge	1. make connections among previous experiences, prior knowledge and textual material	1. make connections among previous experiences, prior knowledge and textual material and apply these connections to new contexts	1. analyze and explain connections among previous experiences, prior knowledge and textual material
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and to remember ideas	2. use comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages
textual cues	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts
cueing systems	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 *Respond to Texts*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
experience various texts	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions
connect self, texts and culture	2. share personal experiences related to oral, print, visual and multimedia texts and talk about and represent the actions of people in texts	2. share personal experiences related to oral, print, visual and multimedia texts and identify choices that people make in texts	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. share feelings evoked by oral, print, visual and multimedia texts	3. share feelings and moods evoked by oral, print, visual and multimedia texts	3. identify and express the feelings of people in oral, print, visual and multimedia texts	3. identify words that form mental images and create mood in oral, print, visual and multimedia texts

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 *Respond to Texts*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
experience various texts	1. experience texts from a variety of genres and cultural traditions, with and without support	1. experience texts from a variety of genres and cultural traditions and share responses	1. seek opportunities to experience texts from a variety of genres and cultural traditions and explain preferences for particular types of oral, print, visual and multimedia texts
connect self, texts and culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. compare the challenges and situations encountered in their own daily lives with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify mood evoked by oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 *Respond to Texts*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
experience various texts	1. experience texts from a variety of genres and cultural traditions and discuss preferences	1. experience texts from a variety of genres and cultural traditions and compare their own interests with those of others	1. experience texts from a variety of genres and cultural traditions and explain their own interests and preferences
connect self, texts and culture	2. compare their own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts to that of others	2. discuss how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	2. examine how personal experiences, community traditions and cultural perspectives are presented in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places, actions and events	3. identify language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	3. identify techniques used to create mood in oral, print, visual and multimedia texts

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 *Understand Forms and Techniques*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
forms and genres	1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts	1. recognize different oral, print, visual and multimedia forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
techniques and elements	2. develop a sense of story through listening, reading and viewing experiences	2. represent the beginning, middle and end of oral, print, visual and multimedia texts	2. relate the beginning, middle and end of oral, print, visual and multimedia texts and identify the main characters in the stories or texts	2. identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the roles of main characters
vocabulary	3. demonstrate curiosity about, and experiment with, sounds and characters	3. experiment with parts of characters	3. explore knowledge of commonalities in characters to increase vocabulary in a variety of contexts	3. apply knowledge of commonalities in characters to increase vocabulary in a variety of contexts
experiment with language	4. appreciate the sounds and rhythms of language	4. appreciate repetition, rhyme and rhythm in shared language experiences	4. demonstrate interest in the sounds of characters, character combinations and phrases in oral, print, visual and multimedia presentations	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment and recognize humour in oral, print, visual and multimedia texts
create original texts	5. mimic original oral and visual texts	5. generate original texts by using patterns and common expression forms	5. create original texts to communicate and to explore forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 *Understand Forms and Techniques*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
forms and genres	1. distinguish similarities and differences among various oral, print, visual and multimedia forms and texts	1. understand and use a variety of oral, print, visual and multimedia forms and texts	1. recognize key characteristics of various oral, print, visual and multimedia genres
techniques and elements	2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts and identify how these texts may influence people's behaviours	2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts	2. examine key elements and techniques in oral, print, visual and multimedia texts
vocabulary	3. expand knowledge of character patterns, using a variety of sources	3. continue to expand knowledge of characters and character relationships, using a variety of sources	3. identify how and why character structures and meaning change and use accurate character meaning according to context
experiment with language	4. recognize how characters and character combinations influence or convey meaning, and identify ways used to respond to humour	4. recognize how characters and character combinations influence or convey meaning, and identify ways used to convey humour	4. experiment with characters, phrases and figures of speech to create images
create original texts	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques

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General Outcome 2
Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 *Understand Forms and Techniques*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
forms and genres	1. identify preferences for particular oral, print, visual and multimedia forms and genres	1. explain preferences for particular oral, print, visual and multimedia forms and genres	1. identify the appropriate use of various forms and genres according to purpose, audience and content
techniques and elements	2. examine techniques of plot development in oral, print, visual and multimedia texts and explore the effect of these techniques	2. examine techniques of plot development in oral, print, visual and multimedia texts and discuss how these techniques interact to create effects	2. examine techniques of plot development and techniques of persuasion in oral, print, visual and multimedia texts
vocabulary	3. explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language	3. recognize variations in language, accent and dialect in communities, regions and countries	3. recognize the derivation and use of words, phrases and jargon
experiment with language	4. explore creative and playful uses of language in oral, print, visual and multimedia texts	4. identify creative uses of language in popular culture	4. examine creative uses of language in popular culture
create original texts	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.1 *Plan and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
personal knowledge and experience	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
ask questions	2. imitate commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. imitate commonly used questions, such as yes/no/ who, to satisfy personal curiosity and information needs	2. ask basic questions, such as what/where/ when/who, to understand a topic and identify information needs	2. ask topic-appropriate questions, such as what/where/when/ who/how/why, to understand a topic and identify information needs
participate in group inquiry	3. imitate asking and answering commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. imitate asking and answering commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to satisfy group curiosity and information needs on a specific topic	3. contribute relevant information and questions to assist the group in understanding a topic or task
create and follow a plan	4. listen to and follow simple directions	4. listen to and follow directions for gathering information	4. listen to and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.1 *Plan and Focus*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
personal knowledge and experience	1. categorize personal knowledge of a topic to determine information needs	1. summarize personal knowledge of a topic in categories to determine information needs	1. summarize and focus personal knowledge of a topic to determine information needs
ask questions	2. ask topic-appropriate questions and identify and communicate information needs	2. ask general and specific questions on a topic, using predetermined categories	2. formulate general and specific questions to identify information needs
participate in group inquiry	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task	3. identify relevant personal knowledge of a topic, possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
create and follow a plan	4. recall and follow a sequential plan for accessing and gathering information	4. select and use a plan for gathering information	4. gather and record information and ideas, using a plan

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.1 *Plan and Focus*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
personal knowledge and experience	1. examine personal knowledge of, and experiences related to, a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
ask questions	2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	2. develop a variety of focused questions to establish a purpose for gathering information	2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information
participate in group inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	3. contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	3. contribute ideas, knowledge and strategies to help identify group information needs and sources
create and follow a plan	4. prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print materials, nonprint materials and electronic sources	4. prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources	4. prepare and use a plan to access, gather and organize information and ideas from a variety of human, print and electronic sources

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.2 *Select and Process*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
identify personal and peer knowledge	1. identify themselves and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in a guided discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
identify sources	2. seek information from others	2. seek information from a variety of sources	2. answer questions by using oral, print, visual and multimedia information sources	2. access specific information, with teacher guidance, using a variety of sources
evaluate sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
access information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning, and understand that library materials have a specific organizational system	4. use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to make meaning	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
make sense of information	5. use prior knowledge to make sense of information	5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features, to understand information	5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features	5. determine main ideas in information, using prior knowledge, predictions, connections and inferences

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.2 *Select and Process*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
identify personal and peer knowledge	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
identify sources	2. answer inquiry or research questions by using a variety of information sources	2. answer inquiry or research questions by using a variety of information sources	2. answer inquiry or research questions by using a variety of information sources
evaluate sources	3. review information to determine its usefulness for inquiry or research needs	3. review information to determine its usefulness for inquiry or research needs	3. review information to determine its usefulness for inquiry or research needs
access information	4. use a variety of tools to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas and use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas and use visual and auditory cues to gather important information
make sense of information	5. determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues	5. recognize organizational patterns of oral, print, visual and multimedia texts and skim, scan and listen for key words and phrases	5. use organizational patterns of oral, print, visual and multimedia texts to construct meaning and skim, scan and read closely to gather information

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.2 *Select and Process*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
identify personal and peer knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access and record personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge of a topic to establish an information base for inquiry or research
identify sources	2. identify their own information sources to satisfy inquiry or research needs	2. identify a variety of information sources to satisfy inquiry or research needs	2. obtain information and varied perspectives when inquiring or researching by using a range of information sources
evaluate sources	3. review information to determine its usefulness and reliability in answering inquiry or research questions	3. review information to determine its usefulness, reliability and currency in answering inquiry or research questions	3. develop and use criteria, with teacher assistance, to evaluate information sources for a particular inquiry or research plan
access information	4. use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	4. recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
make sense of information	5. use a variety of strategies and cues to determine the meaning of oral, print, visual and multimedia texts	5. identify factors, such as organizational patterns of text, page layouts, font styles and colour, that affect meaning	5. make guesses, predictions and inferences to construct meaning, and scan to locate specific information quickly

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.3 *Organize, Record and Assess*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
organize information	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences and sequences	1. categorize related information and ideas, using a variety of strategies	1. organize and explain information and ideas, using a variety of strategies
record information	2. represent and share information and ideas and compose with a scribe	2. represent and tell key facts and ideas in visual form or by using zhuyin fuhao or Hanyu pinyin	2. record key facts and ideas in oral or print form	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources
evaluate information	3. share information gathered on a specific topic	3. use shared information as a basis for communication	3. recognize and use information	3. examine gathered information to decide what information to share or omit
develop new understanding	4. participate in information-gathering experiences	4. recall, share and record information-gathering experiences in oral, print or visual form	4. recall, discuss and record information-gathering experiences	4. use gathered information and questions to review and add to knowledge

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.3 *Organize, Record and Assess*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
organize information	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas, using a variety of strategies and techniques
record information	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources	2. make notes of key words, phrases and images by subtopics and cite authors and titles of sources appropriately	2. record information in their own words, cite authors and titles appropriately and provide publication dates of sources
evaluate information	3. determine whether gathered information is sufficient to answer research questions	3. examine gathered information to identify whether more information is required and review new understanding	3. recognize gaps in gathered information and suggest additional information needed for a particular audience and purpose
develop new understanding	4. use gathered information and questions to review and add to knowledge and consider new questions regarding the inquiry or research process and content	4. determine information needs during the inquiry or research process and discuss and assess inquiry or research experiences and skills	4. assess knowledge gained through the inquiry or research process; form personal conclusions; and generate, with teacher assistance, new questions for further inquiry or research

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General Outcome 3
Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

3.3 *Organize, Record and Assess*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
organize information	1. organize information and ideas in a logical order, according to topic and task requirements	1. organize information and ideas, selecting categories appropriate to a particular topic and purpose	1. organize information and ideas, developing appropriate categories and organizational structures
record information	2. make notes in point form, on familiar topics, and reference sources	2. make notes using headings and subheadings, or graphic organizers with teacher assistance, appropriate to a topic, and reference sources	2. make notes in point form, summarizing major ideas and supporting details, and reference sources
evaluate information	3. recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose	3. distinguish between main and supporting information to evaluate usefulness, relevance and completeness	3. address information gaps for particular forms, audiences and purposes
develop new understanding	4. assess knowledge gained through the inquiry or research process, form personal conclusions and generate new questions for further inquiry or research	4. organize new information; connect it to prior knowledge; and generate, with teacher assistance, new questions for further inquiry or research	4. reflect on new knowledge and determine, with teacher assistance, personal inquiry and research strengths and learning goals

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts
choose forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences by using simple forms in the classroom context	2. share ideas and experiences by using various forms for particular audiences	2. use a variety of forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and to tell stories	3. organize visuals and print to express ideas and to tell stories	3. order ideas to create a beginning, middle and end in their own oral, print and visual texts

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
generate ideas	1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies
choose forms	2. use a variety of forms for particular audiences and purposes	2. use a variety of forms for particular audiences and purposes	2. use a variety of forms for particular audiences and purposes
organize ideas	3. develop and arrange ideas in their own oral, print and visual texts by using organizers	3. develop and arrange ideas in their own oral, print and visual texts by using a variety of organizers	3. use listening, reading and viewing experiences as models for organizing ideas in their own oral, print and visual texts

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
generate ideas	1. experiment with various ways to generate ideas and to focus a topic	1. use simple techniques to generate and select ideas for oral, print, visual and multimedia texts	1. use a variety of techniques to generate and select ideas for oral, print, visual and multimedia texts
choose forms	2. select specific forms that serve particular audiences and purposes	2. select specific forms to match content, audience and purpose	2. select specific forms to match content, audience and purpose
organize ideas	3. identify and select organizational patterns in their own oral, print, visual and multimedia texts	3. identify and use organizational patterns in their own oral, print, visual and multimedia texts	3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.2 *Enhance and Improve*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
appraise own and others' work	1. participate in the sharing of their own and others' creations	1. talk about their own and others' creations, using basic, common expressions	1. talk about their own and others' creations, using common expressions	1. share their own stories and creations with peers and respond to questions or comments
revise content	2. express lack of understanding	2. ask basic questions to clarify meaning	2. retell to clarify ideas	2. revise their own ideas to accommodate new ideas and information
enhance legibility	3. trace and copy letters or characters and recognize letter or character keys on the keyboard	3. form recognizable characters, using correct stroke sequence, and use basic keys on the keyboard	3. strive for consistency in character size and shape; print characters in correct stroke sequence, direction and proportion, using squares on a page as a guide; and explore and use the keyboard to produce text	3. print or write legibly and space characters consistently on a page
enhance artistry	4. use familiar characters to describe ideas	4. use familiar characters or simple sentences to describe ideas	4. experiment with characters and sentence patterns, using specific structures	4. experiment with characters and simple sentence patterns
enhance presentation	5. use visuals to express ideas, feelings and information	5. use familiar characters with visuals to express ideas, feelings and information	5. combine illustrations and simple written texts to express ideas, feelings and information	5. combine illustrations and written texts to express ideas, feelings and information

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.2 *Enhance and Improve*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
appraise own and others' work	1. share their own stories and creations in various ways and obtain feedback from others	1. share their own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria	1. share their own stories and creations in various ways with peers and give support and offer feedback to peers, using pre-established criteria
revise content	2. revise texts to focus on main ideas and relevant information	2. check for sequence of ideas and revise texts to create an interesting impression	2. revise texts for content, organization and clarity
enhance legibility	3. print/write legibly, space characters consistently on a page and experiment with the use of templates and familiar software when composing and revising	3. write legibly and use word processing when composing and revising	3. print/write legibly and at a space appropriate to context and purpose when composing and revising and select and use a variety of design elements when appropriate
enhance artistry	4. select from a range of character choices and use simple sentence patterns to communicate ideas and information	4. choose descriptive language and sentence patterns to clarify and enhance ideas	4. choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentation	5. prepare neat and organized compositions, reports and charts that engage the audience	5. prepare organized compositions and reports, using sound effects and visuals that engage the audience	5. prepare organized compositions, presentations, reports and inquiry or research projects, using templates or pre-established organizers

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.2 *Enhance and Improve*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
appraise own and others' work	1. share their own work in a variety of ways and appraise particular aspects of their own work and that of others, using pre-established criteria	1. share and discuss particular qualities of samples from their own collection of work and accept and provide constructive suggestions for revising their own work and that of others	1. share their own work in a variety of ways; appraise their own work and that of others, using pre-established criteria; and suggest revisions to their own work and that of others, using a variety of strategies
revise content	2. revise texts to correct basic grammatical errors	2. revise texts to enhance meaning and to correct basic grammatical errors	2. review a draft and revise it to correct identified errors
enhance legibility	3. determine the appropriateness of handwriting or word processing for a particular task when composing and revising and combine print and visuals when desktop publishing	3. format for legibility when composing and revising and enhance the coherence of documents	3. format for legibility, use word processing effectively and use electronic design elements to combine print and visuals
enhance artistry	4. review drafts and revise them to enhance the clarity and artistry of expression	4. review drafts and revise them to enhance the clarity and artistry of expression	4. review drafts and revise them to enhance the clarity and artistry of expression
enhance presentation	5. prepare compositions, reports and inquiry or research projects, using a variety of text organizers	5. prepare compositions, reports, presentations and inquiry or research projects, using a variety of text organizers	5. prepare compositions, presentations, reports and inquiry or research projects with details and meaningful organization

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
grammar and usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details	1. edit for complete sentences
accuracy of characters	2. connect sounds with characters	2. use basic strategies (i.e., copying, memory, phonetic relationships) to print familiar characters	2. print familiar characters by using a variety of strategies and resources	2. print familiar characters by using a variety of strategies and resources
writing conventions	3. recognize that a character is the smallest meaningful unit in Chinese	3. know and use basic writing conventions	3. know and use basic writing conventions	3. know and use basic writing conventions when editing and proofreading

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
grammar and usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit to eliminate sentence fragments, unnecessary repetitions and run-on sentences	1. edit to eliminate sentence fragments, unnecessary repetitions and run-on sentences
accuracy of characters	2. apply Hanyu pinyin or zhuyin fuhao to unfamiliar characters and use a variety of strategies and resources when editing and proofreading	2. use a variety of strategies when editing and proofreading, predict the formations of unfamiliar characters and use a variety of resources to confirm correctness	2. use a variety of strategies when editing and proofreading, predict the formations of unfamiliar characters and use a variety of resources to confirm correctness
writing conventions	3. use basic writing conventions correctly when editing and proofreading	3. know and use writing conventions and apply these conventions when editing and proofreading	3. know and apply writing conventions in sentences when editing and proofreading

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
grammar and usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice and tone appropriate for audience and purpose
accuracy of characters	2. know conventions of character formation, apply these conventions to familiar words and use appropriate resources when editing and proofreading	2. know conventions of character formation, apply these conventions to familiar and unfamiliar words and use appropriate resources when editing and proofreading	2. know and apply conventions of character formation and use a variety of resources when editing and proofreading
writing conventions	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.4 *Present and Share*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share ideas and information	1. use illustrations and other materials to share ideas and information	1. share ideas and information in a brief presentation to a familiar audience and use illustrations and other materials to aid the presentation	1. share ideas and information on a topic with a familiar audience and clarify information by responding to basic questions	1. share ideas and information on a topic with a familiar audience and clarify information by responding to questions
effective oral and visual communication	2. express and represent ideas through various media and forms	2. share ideas and information with a group	2. present ideas and information	2. present ideas and information in an appropriate form
attentive listening and viewing	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate attentive audience behaviours	3. demonstrate appropriate audience behaviours

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.4 *Present and Share*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
share ideas and information	1. present ideas and information on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	1. prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	1. prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
effective oral and visual communication	2. describe and explain ideas and information to a particular audience and select and use appropriate volume, intonation and nonverbal cues	2. use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing and arrange presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, nonverbal cues and presentation space to enhance communication
attentive listening and viewing	3. demonstrate appropriate audience behaviours	3. show respect for the presenter through active listening and viewing behaviours	3. demonstrate critical listening and viewing behaviours and show respect for the presenter

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General Outcome 4
Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

4.4 *Present and Share*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
share ideas and information	1. plan and present sessions on particular topics, using a variety of techniques	1. plan and present or facilitate sessions on particular topics, using a variety of techniques	1. organize and conduct sessions on a specific topic, using various strategies
effective oral and visual communication	2. present short oral presentations and reports, using verbal and nonverbal cues to focus audience attention, and project emotion appropriate to the subject and point of view	2. explain, share and present, orally, using conventions of public speaking in a variety of settings, and use visual aids to enhance the effectiveness of oral presentations	2. use voice production factors and nonverbal cues to communicate effectively to audiences and use media and display techniques to enhance the effectiveness of presentations
attentive listening and viewing	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share and compare responses	1. represent and draw stories about themselves and their families	1. tell, draw and write simple sentences about themselves and their families	1. tell, draw and write about themselves, their families and their community	1. record ideas and experiences and share them with others
relate texts to culture	2. listen actively to stories and demonstrate curiosity	2. listen to stories from oral, print, visual and multimedia texts from various communities	2. explore similarities among stories from oral, print, visual and multimedia texts from various communities	2. examine ideas within stories from oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. contribute to group stories, using rhymes, rhythms, symbols, pictures and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
share and compare responses	1. understand relationships between their own and others' ideas and experiences	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
relate texts to culture	2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities	2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	2. explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences	3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. use language appropriate in tone and form when participating in classroom and school activities	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and to honour accomplishments in and beyond the school

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
share and compare responses	1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	1. express personal reactions to a variety of experiences and texts and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	2. explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	2. compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas	2. recognize ways in which oral, print, visual and multimedia texts capture specific elements of culture
appreciate diversity	3. interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts and examine how these choices and motives relate to their own and to those of others	3. compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into their own choices and motives and those of others
celebrate special occasions	4. use appropriate language to participate in public events, occasions or traditions	4. use language to celebrate personal and community occasions	4. participate in celebrating special events and recognize the importance and significance of language

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
cooperate with others	1. participate in group activities	1. work in partnerships and groups	1. cooperate in partnerships and in small groups	1. cooperate in a variety of partnerships and group structures
work in groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. contribute related ideas and information in whole-class and small-group activities	2. ask others for their ideas and express interest in the contributions of others
use language to show respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust their own language use for different situations	3. show consideration for those whose ideas, abilities and language use differ from their own
evaluate group process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. understand how class members help each other

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
cooperate with others	1. appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group and stay on task	1. assist group members to maintain focus and to complete tasks
work in groups	2. take roles and share responsibilities as group members	2. assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
use language to show respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	4. show appreciation and offer constructive feedback to peers and seek support from group members	4. assess group process, using a variety of strategies, and determine areas for development	4. assess their own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using a variety of strategies

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General Outcome 5
Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
cooperate with others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to understand the feelings and viewpoints of others and to contribute to group harmony	1. recognize the importance of effective communication in working with others
work in groups	2. present group conclusions or findings to classmates	2. plan, organize and participate in presentations of group findings	2. organize and complete tasks cooperatively
use language to show respect	3. respect diverse languages, ideas, texts and traditions and recognize personal contributions and contributions of peers and the wider community	3. demonstrate respect for other people's language, history and culture	3. use inclusive language and actions that support people across races, cultures, genders, ages and abilities
evaluate group process	4. evaluate group process and personal contributions according to pre-established criteria	4. evaluate the quality of their own contributions to group process and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions and propose suggestions for development

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Specific Language Component

The Specific Language Component provides the linguistic elements of the Chinese language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol systems, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Sample List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud, or by writing using correct stroke sequence
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of Chinese and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in your own language

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- find information by using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may make it possible to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in patterned reading experiences
- seek the assistance of others, such as teachers, parents or friends, to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, noting their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions that occur in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and to get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use words from your first language to get your meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures

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- indicate lack of understanding verbally or nonverbally; e.g., *Pardon, Sorry, I didn't understand*, raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., *What do you mean by ...?, Could you say that again, please?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *What I'm trying to say is ...*
- use a simple word similar to the concept to convey and invite correction; e.g., *fish* for *trout*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Can you say that?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Well, actually ..., Where was I?*
- use circumlocution to compensate for lack of vocabulary; e.g., *the thing you hang clothes on* for *hanger*
- repeat part of what someone has said to confirm mutual understanding; e.g., *So what you are saying is ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Am I making sense?*
- use suitable phrases to intervene in a discussion; e.g., *Speaking of ...*
- self-correct if errors lead to misunderstandings; e.g., *What I mean to say is ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- focus on parts of a character, such as the radical, to guess the meaning of a word
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system(s) to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

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- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your own work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
sound–symbol systems	1. listen to the sounds of Chinese and understand that there is a relationship between the sounds and Chinese characters	1. listen to, identify and produce the basic sounds of zhuyin fuhao or Hanyu pinyin; recognize the five tones; and experiment with the combination of two or three sound symbols	1. apply, orally and in reading and writing, the basic sound–symbol system of zhuyin fuhao or Hanyu pinyin and extend the sound–symbol combination practice	1. apply zhuyin fuhao or Hanyu pinyin accurately, orally and in reading and writing, including the combination of sound symbols
lexicon	2. repeat and recognize basic vocabulary and expressions used in the immediate environment	2. use simple vocabulary and expressions in the classroom and school environment	2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various situations in the classroom and school environment
grammatical elements★	3. (see following pages)	3. (see following pages)	3. (see following pages)	3. (see following pages)
mechanical features	4. be exposed to the basic mechanical features of Chinese	4. imitate and use basic mechanical features of Chinese	4. use basic mechanical features of Chinese	4. use basic mechanical features of Chinese correctly
discourse features	5. imitate simple, basic discourse features of Chinese in oral interactions	5. use simple, basic discourse features of Chinese in oral interactions	5. imitate and use basic discourse features of Chinese in oral, print and visual texts	5. use basic discourse features of Chinese in oral, print and visual texts

★ For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.

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grammatical elements – traditional form

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
a. use, in modelled situations,[2] the following grammatical elements:			
– 代名詞: 單數和復數 – 基本量詞: e.g., 本, 個, 枝, 隻 – 形容詞: 大, 小, 好, 高, 低… – 祈使: 坐下, 過來, 出去, 進來… – 及物動詞和不及物動詞: 唱, 笑, 跑, 跳, 看書, 吃飯, 拍手, 唱歌…	– 助詞: 了 – 副詞 – 連接詞: 和 – 主語加謂語 (沒有動詞) 例如: 我六歲了。 我飽了。 我很高。	– 介詞 “把” 的用法 – 助詞: 得 – 感嘆詞: 吧, 呀, 啊 – 年, 月, 日及時間的表達: 例: 二OO一年 十二月五日星期三下午三點五十分在這裏開會 。 – 時間/方位詞語: 之前, 之後, 快點, 慢點上, 下, 裏, 外, 中間	– 助詞: 地 – 量詞: 復數 – 比較: 比；最 – 及物動詞: 直接賓語、雙賓語 – 助動詞: 會, 能, 可以, 應該 – 副詞: 已經, 正在 – 助詞 著 – 被動句: 被, 給
b. use, in structured situations,[3] the following grammatical elements:			
– 代名詞: 我, 你, 他 (們) – 名詞 – 動詞 – 疑問詞語: 要不要, 是不是, 可不可以…	– 代名詞: 單數和復數 – 基本量詞: 本, 個, 枝, 隻 – 及物動詞及賓語; 不及物動詞 – 疑問詞 – 名詞 – 助詞: 的 – 表示所有格: 我的 配合形容詞: 美麗的 – 方位名詞: 上, 下, 裏, 外 – 時間名詞: 今天, 明天 – 祈使: 坐下, 過來, 出去, 進來…	– 助詞: 了 – 量詞 – 的 (形容詞及所有格的用法) – 及物動詞及賓語; 不及物動詞 – 疑問詞語: 要不要, 是不是, 可不可以… – 副詞 – 形容詞 (有 “的” 無 “的”) 的用法 – 賓語	– 助詞: 得 – 量詞 – 助詞: 了 – 年, 月, 日及 時間的表達 – 及物動詞及賓語; 不及物動詞 – 疑問詞語 – 時間/方位詞語: 之前, 之後, 快點, 慢點 上, 下, 裏, 外, 中間 – 被動： “把” 字句 – 因果複句: – 例如: 因爲…所以…

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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6.1 *Linguistic Elements (continued)*

grammatical elements – simplified form

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
a. use, in modelled situations,[2] the following grammatical elements:			
– 代名词: 单数和复数 – 基本量词: e.g., 本, 个, 枝, 只 – 形容词: 大, 小, 好, 高, 低… – 祈使句: 坐下, 过来, 出去, 进来… – 及物动词及不及物动词: 唱, 笑, 跑, 跳, 看书, 吃饭, 拍手, 唱歌…	– 助词: 了 – 副词 – 连接词: 和 – 主语加谓语 (没有动词) 例如: 我六岁了。 我饱了。 我很高。	– 介词“把”的用法 – 助词: 得 – 感叹词: 吧, 呀, 啊 – 年, 月, 日及时间的表达: 例: 二OO一年 十二月五日星期三下午三点五十分在这里开会 。 – 时间/方位名词: 之前, 之后, 快点, 慢点上, 下, 里, 外, 中间	– 助词: 地 – 助词: 着 – 量词: 复数 – 比较: 比, 最 – 及物动词: 直接宾语, 双宾语 – 助动词: 会, 能, 可以, 应该 – 状语: 已经, 正在 – 被动: 被, 给
b. use, in structured situations,[3] the following grammatical elements:			
– 代名词: 我, 你, 他 (们) – 名词 – 动词 – 疑问词: 要不要, 是不是, 可不可以…	– 代名词: 单数和复数 – 基本量词: 本, 个, 枝, 只 – 及物动词及宾语; 不及物动词 – 疑问词 – 名词 – 助词: 的 表示所有格: 我的 配合形容词: 美丽的 – 方位名词: 上, 下, 里, 外 – 时间名词: 今天, 明天 – 祈使: 坐下, 过来, 出去, 进来…	– 助词: 了 – 量词 – 的 (配合形容词及所有格的用法) – 及物动词及宾语; 不及物动词 – 疑问词语: 要不要, 是不是, 可不可以… – 副词 – 形容词 (有“的”无“的”) 的用法 – 宾语	– 助词: 得 – 量词 – 助词: 了 – 年, 月, 日及时间的表达 – 及物动词及宾语; 不及物动词 – 疑问词语 – 时间/方位名词: 之前, 之后, 快点, 慢点 上, 下, 里, 外, 中间 – “把”字句 – 因果复句: 因为…所以…

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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6.1 *Linguistic Elements (continued)*

grammatical elements - traditional form

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to: c. use, independently and consistently,[4] the following grammatical elements:.....			
	– 名詞 – 動詞 – 代詞: 我, 你, 他 (們) – 連接詞: 和, 跟 – 指示代詞: 這, 那	– 主語 + 謂語 – 祈使: 坐下, 起來, 出去	– 連接詞: 和, 跟 – 方位名詞: 上, 下, 裏, 外, 前, 後 – 的 (所有格的用法) – 形容詞 (有 "的" 無 "的") 的用法 – 副詞 – 直接賓語

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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6.1 *Linguistic Elements (continued)*

grammatical elements - simplified form

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to: c. use, independently and consistently,[4] the following grammatical elements:.....	– 名词 – 动词 – 代名词: 我, 你, 他 (们) – 连接词: 和, 跟 – 指示代名词: 这, 那	– 主语 + 谓语 – 祈使: 坐下, 起来, 出去	– 连接词: 和, 跟 – 方位名词: 上, 下, 里, 外, 前, 后 – 的 (所有格的用法) – 形容词 (有“的”无“的”) 的用法 – 副词 – 直接宾语

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
sound–symbol systems	1. use Hanyu pinyin or zhuyin fuhao consistently and accurately and understand that the other system (i.e., Hanyu pinyin or zhuyin fuhao) exists	1. apply knowledge of Hanyu pinyin or zhuyin fuhao in unfamiliar contexts and demonstrate awareness of the use of the other system (i.e., Hanyu pinyin or zhuyin fuhao)	1. minimize their own usage of Hanyu pinyin or zhuyin fuhao, identify most of the characters in materials at their level and differentiate between zhuyin fuhao and Hanyu pinyin
lexicon	2. use vocabulary and expressions appropriately in a variety of classroom, school and community contexts and understand that simplified characters exist	2. use vocabulary and expressions appropriately in a variety of classroom, school and community contexts and demonstrate awareness of the use of simplified characters	2. recognize that various words and expressions may express the same idea and that one word may have multiple meanings and recognize or differentiate between traditional and simplified characters
grammatical elements★	3. (see following page)	3. (see following page)	3. (see following page)
mechanical features	4. use basic mechanical features of Chinese correctly and begin to explore their use for effect	4. use basic mechanical features of Chinese correctly and begin to apply these features for effect	4. use basic mechanical features of Chinese correctly and for effect
discourse features	5. use basic discourse features of Chinese correctly in oral, print and visual texts	5. experiment with basic discourse features of Chinese in oral, print and visual texts	5. use basic discourse features of Chinese correctly in oral, print and visual texts

★ For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.

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6.1 *Linguistic Elements (continued)*

grammatical elements – traditional form

Students will be able to:

a. recognize and use, in modelled situations,[5] the following grammatical elements:

- 復合句, 複雜句
- 的 (所有格及配合形容詞混合多次使時的用法): 我朋友家美麗的花園

b. use, in structured situations,[6] the following grammatical elements:

- 疑問詞語
- 助詞: 地
- 被動: “被”字句
- “把”字句
- 助詞: 得
- 比較:比；最
- 量詞: 復數
- 助動詞
- 狀語: 已經, 正在
- 助詞: 著
- 及物動詞: 直接賓語, 雙賓語
- 量詞: 復數
- 組合句, 複雜句
- 及物動詞: 直接賓語, 雙賓語
- 的 (所有格及配合形容詞混合多次使用時的用法): 我朋友家美麗的花園
- 助詞: 地

c. use, independently and consistently,[7] the following grammatical elements:

- 助詞: 了
- 方位名詞: 上, 下, 裏, 外
- 時間名詞: 今天, 明天
- 年, 月, 日及時間的表達
- 時間詞語: 之前, 之後
- 量詞
- 助動詞
- 疑問詞語
- 助詞: 得
- 狀語: 已經, 正在
- 助詞: 著
- 比較: 比, “最”
- 被動: “被”字句
- 感嘆詞: 吧, 呀
- 復合句, 複雜句
- 及物動詞: 直接賓語, 雙賓語
- 量詞: 復數
- “把”字句
- 助詞: 地
- 的 (所有格及配合形容詞混合多次使時的用法): 我朋友家美麗的花園

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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grammatical elements – simplified form

Students will be able to:

a. recognize and use, in modelled situations,[5] the following grammatical elements:

- 复合句, 复杂句
- 的 (所有格及配合形容词混合多次使时的用法): 我朋友家美丽的花园

b. use, in structured situations,[6] the following grammatical elements:

- 疑问词语
- 助词: 地
- 被动: “被”字句
- 把”字句
- 助词: 得
- 比较: 比, 最
- 量词: 复数
- 状语: 已经, 正在
- 助词: 着
- 及物动词: 直接宾语, 双宾语
- 量词: 复数
- 组合句, 复杂句
- 及物动词: 直接宾语, 双宾语
- 的 (所有格及配合形容词混合多次使时的用法): 我朋友家美丽的花园
- 助词: 地

c. use, independently and consistently,[7] the following grammatical elements:

- 助词: 了
- 方位名词: 上, 下, 里, 外
- 时间名词: 今天, 明天
- 年, 月, 日及时间的表达
- 时间词语: 之前, 之后
- 量词
- 助动词
- 疑问词语
- 助词: 得
- 状语: 已经, 正在
- 助词: 着
- 比较: 比, 最
- 被动: “被”字句
- 感叹词: 吧, 呀
- 复合句, 复杂句
- 及物动词: 直接宾语, 双宾语
- 量词: 复数
- “把”字句
- 助词: 地
- 的 (所有格及配合形容词混合多次使时的用法): 我朋友家美丽的花园

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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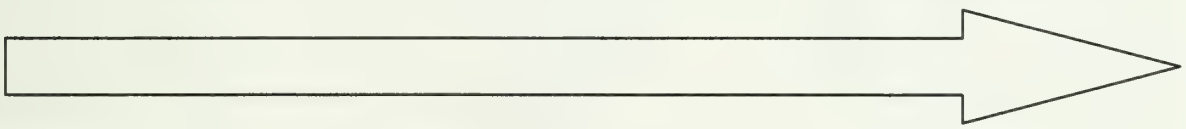
General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
sound–symbol systems	1. apply Hanyu pinyin accurately when encountering unfamiliar words*	1. apply Hanyu pinyin accurately when encountering unfamiliar words*	1. apply Hanyu pinyin accurately when encountering unfamiliar words*
lexicon	2. use multiple words or phrases to express the same idea, within familiar topics	2. enhance the precision of messages by accessing needed vocabulary	2. select appropriate or effective words or phrases to express ideas clearly
grammatical elements★	3. (see following pages)	3. (see following pages)	3. (see following pages)
mechanical features	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively
discourse features	5. use basic discourse features of Chinese correctly and apply these features for effect, with teacher guidance	5. use basic discourse features of Chinese correctly and apply these features for effect, with teacher guidance and sometimes independently	5. use basic discourse features of Chinese correctly and effectively, mainly independently



* Students who are familiar with zhuyin fuhao may also maintain and apply this skill.

★ For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.

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6.1 *Linguistic Elements (continued)*

grammatical elements – traditional form

Students will be able to:

a. recognize and use, in modelled situations,[8] the following grammatical elements:

Grade 7

- 強調: 就
  這就是我們學校。
- 承接複句: 先…然後…
  我們先去吃飯, 然後再去參觀。
- 受事主語:
  這課書講過了。
  他被人打傷了。
- 施事賓語:
  前邊走過來一個人。
  教室裏坐著很多學生。

Grade 8

- 就:
  1. 很早發生:
     我七點就來了。
  2. 快要發生:
     北京就快到了。
  3. 固定搭配:
     一…就…
     要是…就…
     剛…就…
- 還, 不但…而且…:
  1. 他會英語, 還會中文。
  2. 愛城冬天不但很冷, 而且很長。
- 是…的:
  1. 小王是坐火車去的。
  2. 信是我寫的。
- 選擇複句:
  1. 或者…或者…
     或者吃中國飯, 或者吃日本飯。
  2. 或…或…
     或喝茶, 或喝酒, 怎麼都行。
- 下兒:
  鐘敲了五下兒。
  等一下兒。
  他打了我一下兒。
- 疑問詞語:
  1. 嗎, 吧, 呢
  2. 誰, 什麼, 哪, 多少, 怎麼, 怎麼樣
- 數詞: 萬以上

Grade 9

- 緊縮複句:
  越…越…: 她越長越漂亮。
  不…不…: 你不去不行。
- 非…不可
  學語言, 非下苦功不可。
- 轉折複句: …可(是)…
- 他不喜歡打冰球, 可他喜歡看冰球。
- 聯合複句:
- 並列: 也, 還, 又, 不是…而是, 一方面…一方面
  進層: 不但, 不僅, 不光, 而且, 並且, 不但…也
- 疑問句:
  1. 肯定與否定相疊: 忙不忙, 去不去
  2. 用"多":
     這條路多長?
     你學中文多久了?
  3. 選擇疑問: 還是
- 比較: "比"的用法
  A比B + adj.
  A 比 B + adj. 一點
  A 比 B + adj. 得多/很多
  A 不比/不如 B + adj.
  A 比 B + v. 得 + adj.
  A 不比 B + v. 得 + adj.
  A 和 B 一樣 + adj.
  A 比較 + adj.
  A 沒有 B + adj.
- 糊裡糊塗, 馬馬虎虎
- 可帶主謂詞組 (小句) 的最常用動詞:
  知道, 說, 覺得, , 想, 看見, , 看, 聽, 聽見, 以爲, 聽說, 怕, 希望, 認爲
- A 像B + 一樣 + adj.
  我像他一樣用功。
  A (不)像B + 這麼/那麼 + adj.
  我不像我弟弟那麼聰明。
- 一天/個/次比一天/個/次好。
- 常用副詞: 才
  1. Just happened: 我才吃了飯。
  2. Rather late:
     動作發生遲, 完成晚:
     他六點才來。
  3. 程度用法: 我才不笨呢!
  4. Then: 寫完功課才去。
- 詞的重疊 (duplicated words):
  AA: 吃吃看
  ABAB: 複習複習
  AABB: 冷冷清清
  AAB: 遊游泳, 聽聽音樂
- 主謂詞組作賓語:
  我知道他沒說。
- 在…之前/之後/之上/之下/之中, 在…方面, 在…以前, 從…以後, 在/當…的時候, 爲…而…
  故意, 顯然, 近 (、兩) 年

(continued)

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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grammatical elements – simplified form

Students will be able to:

a. recognize and use, in modelled situations,[8] the following grammatical elements:

Grade 7

- 强调: 就
  这就是我们学校。
- 承接复句: 先…然后…
- 我们先去吃饭, 然后再去参观。
- 受事主语:
  这课书讲过了。
  他被人打伤了。
- 施事宾语:
  前边走过来一个人。
  教室里坐着很多学生。

Grade 8

- 就:
  1. 很早发生:
     我七点就来了。
  2. 快要发生:
     北京就快到了。
  3. 固定搭配:
     一…就…
     要是…就…
     刚…就…
- 还, 不但…而且…:
  1. 他会英语, 还会中文。
  2. 爱城冬天不但很冷, 而且很长。
- 是…的:
  1. 小王是坐火车去的。
  2. 信是我写的。
- 选择复句:
  1. 或者…或者…
     或者吃中国饭, 或者吃日本饭。
  2. 或…或…
     或喝茶, 或喝酒, 怎么都行。
- 下儿:
  钟敲了五下儿。
  等一下儿。
  他打了我一下儿。
- 疑问词:
  1. 吗, 吧, 呢
  2. 谁, 什么, 哪, 多少, 怎么, 怎么样
- 数词: 万以上

Grade 9

- 紧缩复句:
  越…越…: 她越长越漂亮。
  不…不…: 你不去不行。
- 非…不可
  学语言, 非下苦功不可。
- 转折复句: …可(是)…
- 他不喜欢打冰球, 可他喜欢看冰球。
- 联合复句:
- 并列: 也, 还, 又, 不是…而是, 一方面…一方面
  进层: 不但, 不仅, 不光, 而且, 并且, 不但…也
- 疑问句:
  1. 肯定与否定相叠: 忙不忙, 去不去
  2. 用”多”:
     这条路多长?
     你学中文多久了?
  3. 选择疑问: 还是
- 比较句: 比的用法
  A比B + adj.
  A 比 B + adj. 一点
  A 比 B + adj. 得多/很多
  A 不比/不如 B + adj.
  A 比 B + v. 得 + adj.
  A 不比 B + v. 得 + adj.
  A 和 B 一样 + adj.
  A 比较 + adj.
  A 没有 B + adj.
- 胡里胡涂, 马马虎虎
- 可带主谓词组 (小句) 的最常用动词:
  知道, 说, 觉得, , 想, 看见, , 看, 听, 听见, 以为, 听说, 怕, 希望, 认为
- A 像B + 一样 + adj.
  我像他一样用功。
  A (不)像B + 这么/那么 + adj.
  我不像我弟弟那么聪明。
- 一天/个/次比一天/个/次好。
- 常用副词: 才
  1. Just happened: 我才吃了饭。
  2. Rather late:
     动作发生迟, 完成晚:
     他六点才来。
  3. 程度用法: 我才不笨呢!
  4. Then: 写完功课才去。
- 词的重叠 (duplicated words):
  AA: 吃吃看
  ABAB: 复习复习
  AABB: 冷冷清清
  AAB: 游游泳, 听听音乐
- 主谓词组作宾语:
  我知道他没说。
- 在…之前/之后/之上/之下/之中, 在…方面, 在…以前, 从…以后, 在/当…的时候, 为…而…
  故意, 显然, 近 (一、两) 年

(continued)

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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6.1 *Linguistic Elements (continued)*

	Grade 7	Grade 8	Grade 9
grammatical elements – traditional form	*Students will be able to:* b. use, in structured situations,[9] the following grammatical elements: ..... – 主語: 名詞 代詞 數詞 – 謂語: 動詞 形容詞 名詞 詞組 – 賓語 – 名詞, 代詞, 數詞, "的" 字詞組 – 都: 1. Both/all 我們都去吧。 2. 和"了"一起用 Intensify the tone (already) 天都黑了。	– 強調: 就 這就是我們學校。 – 承接複句: 先…然後… 我們先去吃飯, 然後再去參觀。	– 在…之前/之後/之上/之下/之中, 在…方面, 在…以前, 從…以後, 在/當…的時候, 爲…而…

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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6.1 *Linguistic Elements (continued)*

	Grade 7	Grade 8	Grade 9
grammatical elements – simplified form	*Students will be able to:* b. use, in structured situations,[9] the following grammatical elements: ..... – 主语: 名词 代词 数词 – 谓语: 动词 形容词 名词 词组 – 宾语 – 名词, 代词, 数词, "的" 字词组 – 都: 1. Both/all 我们都去吧。 2. 和"了"一起用 Intensify the tone (already) 天都黑了。	– 强调: 就 这就是我们学校。 – 承接复句: 先…然后… 我们先去吃饭, 然后再去参观。	– 在…之前/之后/之上/之下/之中, 在…方面, 在…以前, 从…以后, 在/当…的时候, 为…而…

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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	Grade 7	Grade 8	Grade 9
grammatical elements – traditional form	*Students will be able to:* c. use, independently and consistently,[10] the following grammatical elements: ..... – 二, 倆, 兩的用法: 我們倆 兩個 二月	– 受事主語: 這課書講過了。 他被人打傷了。 – 施事賓語: 前邊走過來一個人。 教室裏坐著很多學生。 – 主語: 名詞 代詞 數詞 – 謂語: 動詞 形容詞 名詞 詞組 – 賓語 名詞, 代詞, 數詞, “的”字詞組 – 都: 1. Both/all 我們都去吧。 2. 和“了”一起用 Intensify the tone (already) 天都黑了。 – 下兒: 鐘敲了五下兒。 等一下兒。 他打了我一下兒。 – 疑問詞語: 1. 嗎, 吧, 呢 2. 誰, 什麼, 哪, 多少, 怎麼, 怎麼樣 – 是…的: 1. 小王是坐火車去的。 2. 信是我寫的。 – 選擇複句: 1. 或者…或者… 或者吃中國飯, 或者吃日本飯。 2. 或…或… 或喝茶, 或喝酒, 怎麼都行。	– 強調: 就 這就是我們學校。 – 承接複句: 先…然後… 我們先去吃飯, 然後再去參觀。 – 就: 1. 很早發生: 我七點就來了。 2. 快要發生: 北京就快到了。 3. 固定搭配: 一…就… 要是…就… 剛…就… – 還, 不但…而且…: 1. 他會英語, 還會中文。 2. 愛城冬天不但很冷, 而且很長。 – 數詞: 萬以上 – A 像B + 一樣 + adj. 我像他一樣用功。 A (不) 像 B + 這麼/那麼 + adj. 我不像我弟弟那麼聰明。 – 一天/個/次比一天/個/次好。 – 主謂詞組作賓語: 我知道他沒說。 – 轉折複句: …可(是)… 他不喜歡打冰球, 可他喜歡看冰球。 – 常用副詞: 才 1. Just happened 我才吃了飯。 2. Rather late 動作發生遲、完成晚 他六點才來。 3. 程度用法: 我才不笨呢! 4. Then: 寫完功課才去。

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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6.1 *Linguistic Elements (continued)*

grammatical elements – simplified form

Students will be able to:

c. use, independently and consistently,[10] the following grammatical elements: .....

Grade 7

- 二, 俩, 两的用法:
  我们俩
  两个
  二月

Grade 8

- 受事主语:
  这课书讲过了。
  他被人打伤了。
- 施事宾语:
  前边走过来一个人。
  教室里坐着很多学生。
- 主语:
  名词
  代词
  数词
- 谓语:
  动词
  形容词
  名词
  词组
- 宾语
  名词, 代词, 数词, "的" 字词组
- 都:
  1. Both/all
     我们都去吧。
  2. 和 "了"一起用
     Intensify the tone (already)
     天都黑了。
- 下儿:
  钟敲了五下儿。
  等一下儿。
  他打了我一下儿。
- 疑问词语:
  1. 吗, 吧, 呢
  2. 谁, 什么, 哪, 多少, 怎么, 怎么样
- 是…的:
  1. 小王是坐火车去的。
  2. 信是我写的。
- 选择复句:
  1. 或者…或者…
     或者吃中国饭, 或者吃日本饭。
  2. 或…或…
     或喝茶, 或喝酒, 怎么都行。

Grade 9

- 强调: 就
  这就是我们学校。
- 承接复句:
  先…然后…
  我们先去吃饭, 然后再去参观。
- 就:
  1. 很早发生:
     我七点就来了。
  2. 快要发生:
     北京就快到了。
  3. 固定搭配:
     一…就…
     要是…就…
     刚…就…
- 还, 不但…而且…:
  1. 他会英语, 还会中文。
  2. 爱城冬天不但很冷, 而且很长。
- 数词: 万以上
- A 像B + 一样 + adj.
  我像他一样用功。
  A (不) 像 B + 这么/那么 + adj.
  我不像我弟弟那么聪明。
- 一天/个/次比一天/个/次好。
- 主谓词组作宾语:
  我知道他没说。
- 转折复句: …可(是)…
  他不喜欢打冰球, 可他喜欢看冰球。
- 常用副词: 才
  1. Just happened
     我才吃了饭。
  2. Rather late
     动作发生迟, 完成晚
     他六点才来。
  3. 程度用法: 我才不笨呢!
  4. Then: 写完功课才去。

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 *Language Competence*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
listening	1. listen and respond to basic phrases in the classroom environment	1. listen to and understand simple oral sentences in a classroom environment	1. listen to and understand simple oral sentences in a variety of familiar contexts	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations
speaking	2. repeat and create simple oral phrases in the classroom environment	2. produce simple oral sentences in a structured situation	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts, using zhuyin fuhao or Hanyu pinyin	2. produce in oral form, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic
reading	3. recognize some characters and their corresponding sounds	3. read and understand simple sentences in a structured situation, using zhuyin fuhao or Hanyu pinyin	3. read and understand simple characters and sentences in a variety of familiar contexts, using zhuyin fuhao or Hanyu pinyin	3. read and understand a series of sentences or a short text on a familiar topic, using zhuyin fuhao or Hanyu pinyin correctly
writing	4. explore, trace or copy simple characters	4. write meaningful phrases and experiment with simple sentences in a structured situation	4. produce, in writing, a series of sentences with a common idea from familiar situations	4. produce, spontaneously and with guidance, a simple written text on a familiar topic in a structured situation (one or two paragraphs)
viewing	5. view and respond to familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations	5. view and understand simple events and/or representations
representing	6. imitate and/or create simple representations of familiar ideas, events and information	6. create simple representations of familiar ideas, events and information	6. use a variety of forms to create simple representations of ideas, events and information	6. use a variety of forms to create representations of ideas, events and information

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 *Language Competence*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
listening	1. listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations
speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	3. read and understand a series of interrelated ideas dealing with a familiar topic in both structured and unstructured situations	3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
writing	4. produce, spontaneously and with guidance, a simple written text on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
viewing	5. view and understand a variety of simple events and/or representations	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
representing	6. create multiple representations of the same familiar ideas, events and/or information	6. create multiple representations of the same ideas, events and/or information	6. use a variety of forms to create multiple representations of ideas, events and/or information

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 *Language Competence*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
listening	1. listen to and understand the main points of lengthy oral or media presentations on a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with familiar and some unfamiliar topics in structured and unstructured situations
speaking	2. produce a prepared or spontaneous oral presentation on a familiar topic in a variety of structured and unstructured situations	2. produce prepared or spontaneous oral presentations on familiar and some unfamiliar topics in structured and unstructured situations	2. produce coherent oral presentations on familiar and some unfamiliar topics in a variety of structured and unstructured situations
reading	3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in a variety of structured and unstructured situations	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on familiar topics
writing	4. produce in written form, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	4. organize and develop ideas coherently on familiar topics, spontaneously and/or with preparation
viewing	5. view and understand complex representations of familiar ideas, events and information	5. view and understand complex representations of ideas, events and information	5. view and understand complex representations of ideas, events and information
representing	6. create complex representations of familiar ideas, events and information	6. create complex representations of ideas, events and information	6. use a variety of forms to create complex representations of ideas, events and information

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 *Sociocultural/Sociolinguistic Elements*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
register	1. speak at a volume appropriate to classroom situations and use simple formal language	1. distinguish between formal and informal situations	1. recognize that some topics, words or intonations are inappropriate in certain contexts	1. experiment with formal and informal uses of language in familiar contexts
idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. understand and use some simple idiomatic expressions as set phrases	2. understand and use a variety of simple idiomatic expressions as set phrases
variations in language	3. experience a variety of voices; e.g., male and female, young and old	3. experience a variety of voices	3. acknowledge individual differences in speech	3. accept individual differences in speech
social conventions	4. imitate simple routine social interactions	4. use social expressions and politeness conventions appropriate to the classroom	4. use basic politeness conventions	4. use appropriate oral forms of address for people frequently encountered
nonverbal communication	5. imitate some common nonverbal behaviours used in Chinese culture	5. understand the meaning of and imitate some common nonverbal behaviours used in Chinese culture	5. experiment with using some simple nonverbal means of communication	5. recognize that some nonverbal behaviours may be inappropriate in certain contexts

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 *Sociocultural/Sociolinguistic Elements*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
register	1. use formal and informal language in familiar situations	1. identify socially appropriate language in specific situations	1. use socially appropriate language in specific situations
idiomatic expressions	2. apply learned idiomatic expressions to new contexts	2. use learned idiomatic expressions to enhance communication	2. use learned idiomatic expressions correctly in new contexts
variations in language	3. experience a variety of accents and variations in speech	3. experience a variety of regional variations in language	3. recognize some common regional variations in language
social conventions	4. recognize verbal behaviours that are considered impolite	4. recognize simple social conventions in informal conversations	4. recognize important social conventions in everyday interactions
nonverbal communication	5. recognize appropriate nonverbal behaviours for people frequently encountered	5. use appropriate nonverbal behaviours in a variety of familiar contexts	5. use appropriate nonverbal behaviours in a variety of familiar contexts

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 *Sociocultural/Sociolinguistic Elements*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
register	1. explore formal and informal uses of language in a variety of contexts	1. use suitable simple formal language in a variety of contexts	1. explore differences in register between spoken and written texts
idiomatic expressions	2. use learned idiomatic expressions in a variety of contexts	2. examine the role of idiomatic expressions in culture	2. identify influences on idiomatic expressions; e.g., region, age, occupation
variations in language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language
social conventions	4. interpret the use of social conventions encountered in oral and print texts	4. interpret and use important social conventions in interactions	4. interpret and use appropriate oral and written forms of address with a variety of audiences
nonverbal communication	5. recognize nonverbal behaviours that are considered impolite	5. avoid nonverbal behaviours that are considered impolite	5. recognize a variety of nonverbal communication techniques in a variety of contexts

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 *Language Learning Strategies*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
cognitive	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, do actions to match words of a song, story or rhyme	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	1. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., initiate or maintain interaction with others	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of others, such as teachers, parents or friends, to interpret a text	3. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

Further examples of language learning strategies are available on pages 53 and 54.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 *Language Learning Strategies*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
cognitive	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of Chinese and their own language [punctuation, rules of capitalization]	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor their own speech and writing to check for persistent errors
social/affective	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 53 and 54.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 *Language Learning Strategies*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
cognitive	1. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Chinese or in their own language	1. select and use a variety of cognitive strategies to enhance language learning; e.g., find information by using reference materials like dictionaries, textbooks, grammars, use available technological aids to support language learning	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the importance of learning through direct exposure to the language, know how strategies may make it possible to cope with texts containing unknown elements
social/affective	3. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task	3. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in their own conversations and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 53 and 54.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 *Language Use Strategies*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
interactive	1. use simple interactive strategies with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to	1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal cues to communicate	1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal cues to communicate	1. use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand
interpretive	2. use simple interpretive strategies with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	2. use simple interpretive strategies with guidance; e.g., make connections between texts on the one hand and prior knowledge and personal experience on the other	2. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension	2. use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening, listen or look for key words
productive	3. use simple productive strategies with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate	3. use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	3. use simple productive strategies with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media	3. use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing their own texts

Further examples of language use strategies are available on pages 54 to 56.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 *Language Use Strategies*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
interactive	1. identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations	1. identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood	1. identify and use a variety of interactive strategies; e.g., start again, using a different tactic, when communication breaks down, use a simple word similar to the concept to convey, and invite correction
interpretive	2. identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	2. identify and use a variety of interpretive strategies; e.g., use knowledge of the sound–symbol system(s) to aid reading comprehension	2. identify and use a variety of interpretive strategies; e.g., infer probable meanings of unknown words or expressions from contextual clues
productive	3. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas	3. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	3. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 54 to 56.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 *Language Use Strategies*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
interactive	1. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	1. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	1. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding
interpretive	2. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	2. select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	2. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
productive	3. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	3. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	3. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 54 to 56.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 *General Learning Strategies*

Students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
cognitive	1. use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes	1. use simple cognitive strategies to enhance general learning; e.g., use models	1. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning; e.g., experiment with, and concentrate on, one thing at a time
metacognitive	2. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	2. use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them	3. use simple social and affective strategies to enhance general learning; e.g., seek help from others	3. use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn	3. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

Further examples of general learning strategies are available on page 56.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 *General Learning Strategies*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
cognitive	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form [verbal, graphic or numerical] to assist with performance of a learning task	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information
metacognitive	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on page 56.

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General Outcome 6
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 *General Learning Strategies*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
cognitive	1. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	1. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, and identify and justify the evidence on which these inferences are based
metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage their own physical working environment	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
social/affective	3. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	3. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and to try unfamiliar tasks and approaches

Further examples of general learning strategies are available on page 56.

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CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity as a multilingual/multicultural learner and a positive identification with the Chinese language and culture. This section provides opportunities for the exploration of Chinese culture from the perspectives of history, contemporary life, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global community, marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Chinese bilingual programming.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

Note: Additional outcomes that include cultural content may be found elsewhere in this program of studies, including specific outcomes under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Elements.

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 *Self-identity*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
understanding self-identity	1. represent themselves and their families	1. tell and draw about themselves and their families and appreciate their own uniqueness	1. express their own self-concept and extend that understanding to include new ideas and perspectives	1. express their own self-concept and compare this to how others perceive them
developing positive self-identity	2. recognize their importance as people	2. understand and accept their importance as people	2. understand their place and importance in the home and school	2. understand their strengths and abilities
valuing Chinese language and culture	3. participate in Chinese cultural activities	3. participate in Chinese cultural activities and traditions	3. participate in and appreciate Chinese cultural activities and traditions	3. recognize and appreciate various elements of Chinese culture
valuing bilingualism/ multiculturalism	4. participate in classroom and school cultural activities	4. participate in classroom, school and community cultural activities	4. recognize the benefits of a bilingual/ multicultural education	4. understand the personal value and significance of a bilingual/ multicultural education

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 *Self-identity*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
understanding self-identity	1. explore and examine various sources of information for development of their self-concept	1. identify influences on the development of their self-concept and self-identity	1. explore and reflect on various facets of self-identity
developing positive self-identity	2. learn that respect for themselves is essential and understand that self-concept is determined by external and internal forces	2. recognize that individuals change in many ways and that self-perception can change over time and depending on one's context	2. recognize the effect of positive feedback and criticism on themselves and others
valuing Chinese language and culture	3. recognize and appreciate various elements of Chinese culture	3. identify the lifelong personal benefits of Chinese culture	3. recognize the personal value and significance of Chinese culture
valuing bilingualism/ multiculturalism	4. participate in activities that promote and celebrate the bilingual/multicultural education experience	4. recognize the uniqueness of bilingual/multicultural education in a Canadian context	4. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 *Self-identity*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
understanding self-identity	1. understand self-concept and the factors that affect it	1. examine their identity and reflect on its effect on personal relationships and choices	1. understand self-concept and its relationship to overall development, achievement and decisions for the future
developing positive self-identity	2. understand the importance of developing a positive self-concept and self-identity, recognize the effects of positive and negative treatment and understand ways in which the individual has rights to safeguard against stereotyping	2. understand stereotyping and its effect on the individual, community and society and understand ways in which the individual has rights to safeguard against stereotyping in Canadian society	2. understand areas of personal strengths and possible future opportunities
valuing Chinese language and culture	3. explore and analyze how they have been influenced and enriched by Chinese culture	3. explore and analyze how Chinese culture has enriched the lives of significant individuals at the community, national and international levels	3. explore how their past and present Chinese cultural experiences, understanding and knowledge may be assets in future opportunities
valuing bilingualism/ multiculturalism	4. explore and analyze how being bilingual/multicultural has influenced and enriched their lives	4. explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels	4. explore how their past and present bilingual/ multicultural experiences, knowledge and understanding may be assets in future opportunities

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 *Chinese Culture*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
historical elements	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture
contemporary elements	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture
diversity	3. experience linguistic/cultural elements of diverse origins from within the Chinese language and culture	3. experience linguistic/cultural elements of diverse origins from within the Chinese language and culture	3. recognize diverse elements of the Chinese language and culture in the school and/or local community	3. identify diverse elements of the Chinese language and culture in the school and/or local community
change	4. participate in events marking changes	4. illustrate that change occurs in one's immediate environment	4. gather information to demonstrate change within the Chinese language and culture	4. identify how people's actions and lifestyles change to accommodate their changing needs

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 *Chinese Culture*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
historical elements	1. explore elements in the immediate environment that reflect the historical roots of the Chinese language and culture	1. explore key historical elements, events, figures and developments of the Chinese language and culture	1. identify major historical elements, events, figures and developments of the Chinese language and culture
contemporary elements	2. explore elements in the immediate environment that reflect the contemporary features of the Chinese language and culture	2. explore key contemporary elements, events, figures and developments of the Chinese language and culture	2. identify major contemporary elements, events, figures and developments of the Chinese language and culture
diversity	3. explore diversity of the Chinese language and culture in the immediate environment	3. explore diversity of the Chinese language and culture at the provincial level	3. explore diversity of the Chinese language and culture in Canada
change	4. explore and reflect on change within their own family and community	4. explore and reflect on change in the Chinese language and culture within Canada	4. explore and reflect on change in the Chinese language and culture at the international level

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 *Chinese Culture*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
historical elements	1. explore some major historical events and figures of Chinese culture through topics such as: • literature • philosophy • art • customs and traditions • behaviours and values • festivals and celebrations • Chinese language	1. identify some major historical events and figures of Chinese culture through topics such as: • literature • philosophy • art • customs and traditions • behaviours and values • festivals and celebrations • Chinese language	1. examine some major historical events and figures of Chinese culture through topics such as: • literature • philosophy • art • customs and traditions • behaviours and values • festivals and celebrations • Chinese language
contemporary elements	2. explore some elements in the immediate environment that reflect the contemporary features of the Chinese language and culture	2. explore major contemporary elements, events, figures and developments of the Chinese language and culture	2. explore major contemporary elements, events, figures and developments of the Chinese language and culture
diversity	3. explore diversity of the Chinese language and culture at the national and international levels	3. explore the influence of diversity within the Chinese language and culture on Chinese language and cultural development	3. examine the influence of diversity within the Chinese language and culture on Chinese language and cultural development
change	4. explore how changes in Chinese culture have impacted their life	4. explore the significance of changes in Chinese culture to the rest of the world	4. compare changes in Chinese culture to changes in other cultures

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 *Building Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
positive group membership	1. contribute to, and cooperate in, group activities	1. develop a special awareness and concern for members of their class	1. practise consideration for others	1. experience that helping others is rewarding
valuing diversity	2. recognize differences between themselves and peers	2. recognize and appreciate differences between themselves and peers	2. explore diversity in the family, school and community	2. explore diversity in the classroom, school and local community and reflect on its personal significance
valuing similarity	3. recognize similarities between themselves and peers	3. recognize and appreciate similarities between themselves and peers	3. explore similarities between themselves and others	3. explore similarities among members of the immediate community and reflect on the personal significance of these similarities
contributing to community	4. participate in, and contribute to, classroom activities	4. participate and cooperate in, and contribute to, classroom and school activities	4. participate cooperatively in group activities by contributing ideas and supporting others	4. participate cooperatively in daily classroom duties and support peers and classmates

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 *Building Community*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
positive group membership	1. encourage and support classmates and schoolmates	1. develop skills that promote open, authentic relationships with others in class and school	1. use skills that promote cooperation and mutual respect within the classroom and the school
valuing diversity	2. explore diversity in the immediate and local community and reflect on its personal significance	2. explore and reflect on the personal significance of diversity in Canada	2. explore the impact of diversity in other regions of the world and compare this with the impact of diversity in Canada
valuing similarity	3. explore similarities among members in the local community and reflect on the personal significance of these similarities	3. explore, compare and reflect on common human needs and experiences of Canadians	3. examine the common human needs and experiences of people around the world
contributing to community	4. demonstrate desire to assist or contribute for personal satisfaction	4. demonstrate concern for the quality of their work in and out of school	4. provide positive contributions and leadership within the school and/or community

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 *Building Community*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
positive group membership	1. demonstrate respect for the rights and opinions of others	1. demonstrate positive group member behaviours	1. support classmates and peers in group activities
valuing diversity	2. examine diversity in the school, local community and among peers and reflect on its impact on personal relationships and personal choices	2. examine diversity in the school, local community and among peers and reflect on its personal impact and its impact on school and community	2. explore and analyze how diversity has contributed to and enriched Canadian society
valuing similarity	3. examine commonalities among peers and members of the school and local community and reflect on the personal impact of these commonalities	3. examine similarities that exist in cultures in Canadian society through the historical context of immigration	3. examine similarities in cultures in current Canadian society
contributing to community	4. participate effectively in group activities	4. appreciate the contributions of different individuals, groups and events to the development of Canada	4. participate in discussions on the significance of various contemporary cultural issues to Canadian society

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 *Global Citizenship*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
responsible citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school and community	1. learn that growing up involves making decisions and accepting consequences
interdependence	2. participate in tasks and activities with partners and in groups	2. recognize their own and others' contributions to a group	2. recognize the benefits of working with a partner or within a group and learn that they affect and are affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
intercultural skills	3. follow rules in the classroom and school	3. recognize that rules can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
future opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for improvement	4. identify personal strengths and areas for improvement and set personal goals

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 *Global Citizenship*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
responsible citizenship	1. respect the feelings, rights and property of others and accept responsibility for their own actions	1. learn the positive and negative aspects of the consequences of their actions and demonstrate honesty and reliability in a variety of situations	1. learn the meaning of personal and social conscience and learn problem-solving and decision-making skills
interdependence	2. recognize the effects of their actions on others and recognize that people must depend on others to meet their basic needs	2. examine the role of the individual in group activities and reflect on the effectiveness of their own contributions	2. participate in, and contribute to, group activities effectively and recognize that cooperation is important
intercultural skills	3. examine the rights and responsibilities of the individual	3. recognize and respect individual differences and recognize the worth of every individual	3. accept differences in the characteristics and abilities of peers and others
future opportunities	4. identify personal strengths and areas for improvement and establish personal goals and action plans	4. identify personal strengths and areas for further development and establish personal goals and action plans	4. identify their own interests and explore future opportunities for learning and employment

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General Outcome 7
Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 *Global Citizenship*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
responsible citizenship	1. identify examples of the rights and responsibilities of citizens	1. identify and analyze examples of the rights and responsibilities of citizens	1. identify and analyze examples of the rights and responsibilities of citizens in Canadian society
interdependence	2. explore different roles and responsibilities of group members	2. identify the impact of an individual's actions upon the group	2. identify ways in which individuals, community members and societal members are interrelated and interdependent
intercultural skills	3. explore representations of their culture as perceived by others and examine instances of societal conflict	3. explore ways in which group conflict can be resolved in Canadian society	3. identify ways in which group conflicts have been resolved in Canadian society
future opportunities	4. explore learning and work opportunities around the world	4. identify essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	4. examine personal plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

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FRANÇAIS

This French language course is intended specifically for francophone students receiving instruction in French according to section 5 of the *School Act* and section 23 of the *Canadian Charter of Rights and Freedoms*.

The course has a double focus: the development of a functional use of the French language in personal, social and academic settings, as well as the development and enhancement of one's identity and pride as a Francophone living in Alberta. The language skills—listening/viewing, speaking, reading and writing—are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication. Emphasis is placed on the planning, monitoring and evaluation strategies that students must access to successfully complete a communication project.

Specific curricular information is contained in the following document prepared by French Language Services of Alberta Education: *Français, Programme d'études de français langue première* (M–12).

For more information, contact French Language Services Branch at 780–427–2940.

FRENCH LANGUAGE ARTS

This French language course is intended specifically for students registered in French immersion programs.

This course aims to develop a functional use of the French language in both social and academic settings. As in any language program, basic language skills—listening/viewing, speaking, reading and writing—are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication. A great deal of emphasis is placed on the planning, monitoring and evaluation strategies that students need to use to successfully complete a communication project.

Specific curricular information is contained in the following document prepared by French Language Services of Alberta Education: *French Language Arts, Programme d'études de français langue seconde – immersion* (M–12).

For more information, contact French Language Services Branch at 780–427–2940.

SOCIAL STUDIES

The Social Studies Kindergarten to Grade 12 Program of Studies is under revision. The implementation of the new program is as follows:

School Year	Implementation
2005–2006	Kindergarten Grade 1 Grade 2 Grade 3
2006–2007	**Grade 4** **Grade 7**
2007–2008	Grade 5 Grade 8 Grade 10: 10-1, 10-2
2008–2009	Grade 6 (optional) Grade 9 (optional) Grade 11: 11-1, 11-2
2009–2010	Grade 6 Grade 9 Grade 12: 12-1, 12-2

Note: For the 2006–2007 school year, the **new mandatory** Grade 7 program of studies (2006) replaces C.3 to C.10 in the existing (Revised 1989) program of studies.

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SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

THE ROLE OF SOCIAL STUDIES

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

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VALUES AND ATTITUDES

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

KNOWLEDGE AND UNDERSTANDING

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

SKILLS AND PROCESSES

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.

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PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

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The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity
- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

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as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities
- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

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address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

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The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

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appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

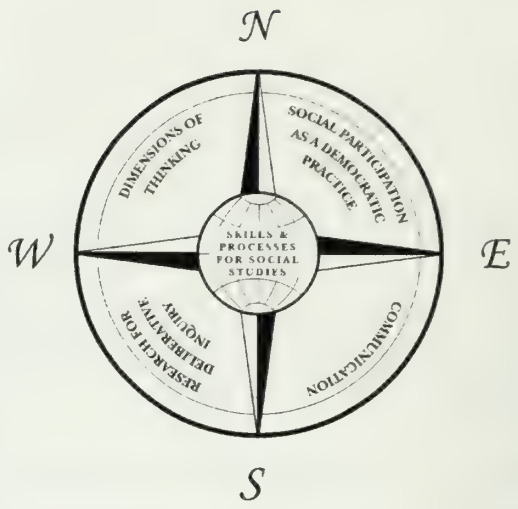
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking
Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking
Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

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Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is "thinking about thinking." It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

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Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➢. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking, reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

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SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	**Being Together** K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	**Citizenship: Belonging and Connecting** 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	**Communities in Canada** 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	**Connecting with the World** 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	**Alberta: The Land, Histories and Stories** 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
Five	**Canada: The Land, Histories and Stories** 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identify	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
Six	**Democracy: Action and Participation** 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

(continued)

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(continued)

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Seven	**Canada: Origins, Histories and Movement of People** 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	**Historical Worldviews Examined** 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	**Canada: Opportunities and Challenges** 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

Grade	Course Titles	Linkages and Sequencing
Ten	**10-1 Perspectives on Globalization** **10-2 Living in a Globalizing World**	Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life.
Eleven	**20-1 Perspectives on Nationalism** **20-2 Nationalism in Canada and the World**	These are the proposed themes for the Grade 11 and Grade 12 programs of study, currently under development.
Twelve	**30-1 Perspectives on Ideology** **30-2 Engaging in Citizenship**	

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GRADE 7: Canada: Origins, Histories and Movement of Peoples

OVERVIEW

Grade 7 students will explore the origins, histories and movement of peoples who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

RATIONALE

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these dimensions of Canada have affected citizenship and identity over time.

TERMS AND CONCEPTS

assimilation, colony, demographics, Great Deportation, immigration, imperialism, migration, National Policy, settlement, Treaty of Paris, urbanization

General Outcome 7.1 **Toward Confederation**	**General Outcome 7.2** **Following Confederation: Canadian Expansions**
Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.	Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	

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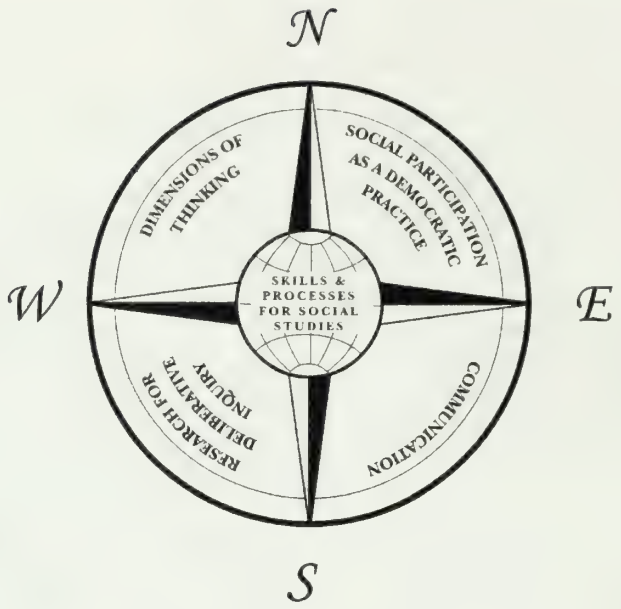

Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
critical thinking and creative thinking	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
historical thinking	analyze selected issues and problems from the past, placing people and events in a context of time and place
geographic thinking	interpret thematic maps to analyze economic and political issues
decision making and problem solving	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community
Research for Deliberative Inquiry	
research and information	reflect on changes of perspective or opinion based on information gathered and research conducted
Communication	
oral, written and visual literacy	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
media literacy	examine techniques used to enhance the authority and authenticity of media messages

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7.1 Toward Confederation

General Outcome

Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

Specific Outcomes

Values and Attitudes

Students will:

7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)

7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

Knowledge and Understanding

Students will:

7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)
- How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)? (CC, TCC, PADM)
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)
- How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)
- Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)
- What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP)
- Who were the key figures in the British exploration and settlement of North America? (CC, LPP, TCC)
- What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC)

7.1.4 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)
- How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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- How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)
- How was economic development in New France impacted by the changing policies of the French Royal Government? (PADM, ER, GC, TCC)
- What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)

7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- In what ways did conflicts between the French and the British in Europe impact North America? (TCC, LPP)
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)
- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)
- How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? (LPP, ER, TCC)

7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)
- How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)
- How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)
- What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)
- How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)
- How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)
- How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)
- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC)
- To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)

C	Citizenship			I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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7.2 Following Confederation: Canadian Expansions

General Outcome

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes

Values and Attitudes

Students will:

7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)

7.2.2 recognize the positive and negative consequences of political decisions (PADM)

7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

Knowledge and Understanding

Students will:

7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885? (TCC, PADM, LPP)
- How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation? (PADM, I, C)
- What were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)
- How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)
- To what extent were the *Manitoba Schools Act* and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada? (I, PADM, TCC)

7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)
- How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)
- How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)
- What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC)
- What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)
- What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States? (TCC, LPP, GC)
- What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC)
- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)
- How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)
- To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)
- What factors led to British Columbia's joining Confederation? (TCC, LPP, PADM)
- What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM)
- How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)

7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What were the reasons for, and the consequences of, Newfoundland's joining Confederation? (PADM, TCC, I)
- How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM)
- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)
- How has the *Official Languages Act* contributed to bilingualism in Canada? (PADM, C, I)
- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- What impact has increased urbanization had on rural communities in Canada? (LPP, CC)
- How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)
- What effects have La Société Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity? (I)

C Citizenship I Identity

ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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SKILLS AND PROCESSES FOR GRADE 7

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➢.

▶ DIMENSIONS OF THINKING

Students will:

7.S.1 develop skills of critical thinking and creative thinking:

- determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
- evaluate, critically, ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- ➢ access diverse viewpoints on particular topics, using appropriate technologies

7.S.2 develop skills of historical thinking:

- analyze historical issues to form or support an opinion
- use historical and community resources to organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events
- ➢ create a simulation or a model, using technology that permits the making of inferences
- ➢ identify patterns in organized information

7.S.3 develop skills of geographic thinking:

- construct and interpret maps to broaden understanding of issues, places and peoples of Canada (i.e., elevation, latitude and longitude, population density, waterways)
- use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps
- interpret historical maps to broaden understanding of historical events
- define geographic challenges and issues that lead to geographic questions
- ➢ access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS

7.S.4 demonstrate skills of decision making and problem solving:

- predict outcomes of decision-making and problem-solving scenarios from multiple perspectives
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- ➢ articulate clearly a plan of action to use technology to solve a problem
- ➢ identify appropriate materials and tools to use in order to accomplish a plan of action
- ➢ use networks to brainstorm, plan and share ideas with group members
- ➢ evaluate choices and progress in problem solving, then redefine the plan of action as necessary

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▶ SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- assume various roles within groups, including roles of leadership where appropriate
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- consider the needs and perspectives of others

7.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- support and participate in activities and projects that promote the well-being and meet the particular needs of their community

▶ RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

7.S.7 apply the research process:

- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- practise the responsible and ethical use of information and technology
- include and organize references as part of research
- ➢ plan and conduct a search, using a wide variety of electronic sources
- ➢ demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic
- ➢ develop a process to manage volumes of information that can be made available through electronic sources
- ➢ evaluate the relevance of electronically accessed information to a particular topic
- ➢ make connections among related, organized data and assemble various pieces into a unified message
- ➢ refine searches to limit sources to a manageable number
- ➢ analyze and synthesize information to produce an original work

▶ COMMUNICATION

Students will:

7.S.8 demonstrate skills of oral, written and visual literacy:

- communicate information in a clear, persuasive and engaging manner, through written and oral means
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions
- listen to others in order to understand their perspectives

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- offer reasoned comments related to a topic of discussion
- ➢ use selected presentation tools to demonstrate connections among various pieces of information

7.S.9 develop skills of media literacy:

- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue
- detect bias on issues presented in the media
- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- ➢ identify and distinguish points of view expressed in electronic sources on a particular topic
- ➢ recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

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Glossary of Terms and Concepts—Grade 7

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

assimilation	Process by which an individual or minority group loses its original culture when absorbed into another culture; in the context of colonialism, a policy of total integration of colonies into the colonizing country.
colony	Territory that is dominated by a foreign country.
demographics	Data that pertains to the population of a given region or country.
Great Deportation	British uprooting of up to 12 000 Acadians from their homes in Nova Scotia in October 1755. Confiscation of the land, homes, cattle and other belongings of Acadians was authorized by the British Crown.
immigration	Movement of people intending to establish a home and gain citizenship in a country that is not their native country.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means.
migration	Movement of people from one region of a country to another.
National Policy	Policy put in place by the government of John A. Macdonald, consisting of three major elements: a) the implementation of a series of tariffs to protect Canadian producers and products; b) the launching of the Canadian Pacific Railway to connect the central provinces to the Pacific coast by railroad; and c) the establishment of immigration policies aimed specifically at populating western Canada.
settlement	Establishment of people in a newly colonized region.
Treaty of Paris	Also known as the Royal Proclamation, the treaty signed in 1763 to mark the end of the Seven Years' War. Through this treaty, France ceded its North American territories to England, with the exception of St. Pierre and Miquelon.
urbanization	An increase in the number of people residing in cities and an extension of urban boundaries to include areas that were previously rural.

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Effective September 2006, pages C.3 to C.10 have been **removed** and **replaced** with the **new mandatory** Grade 7 program of studies.

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INTEGRATED OCCUPATIONAL PROGRAM

CONTENTS

IOP Social Studies Grades 8 and 9

Note: The Social Studies 8–9 Interim Program of Studies is available for viewing and downloading from the Alberta Education Web site at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ke/default.asp.

Mandatory implementation for Social Studies Grade 8 will be in 2007–2008 and Social Studies Grade 9 in 2008–2009.

KNOWLEDGE AND EMPLOYABILITY

CONTENTS

Academic Courses

- English Language Arts Grades 8 and 9
- Mathematics Grades 8 and 9
- Science Grades 8 and 9

Occupational Component Courses

- Occupational Courses Grades 8 and 9
- Art/Design and Communication Grades 8 and 9
- Auto Mechanics Grades 8 and 9
- Business Services Grades 8 and 9
- Construction Grades 8 and 9
- Fabrics Grades 8 and 9
- Foods Grades 8 and 9
- Horticulture Grades 8 and 9
- Human Care Grades 8 and 9
- Workplace Readiness Grades 8 and 9

Note: The Social Studies 8–9 Interim Program of Studies is available for viewing and downloading from the Alberta Education Web site at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ke/default.asp.

Mandatory implementation for Social Studies Grade 8 will be in 2007–2008 and Social Studies Grade 9 in 2008–2009.

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS GRADES 8 AND 9

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

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Aboriginal Perspectives and Experiences
For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections
Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections
Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT) outcomes, and the use of computers and other technologies, are included in the Knowledge and Employability courses. This technology integration will help students make the transition to the world beyond school.

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ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Policy 1.4.2* and in the *Information Manual for Knowledge and Employability Courses, Grades 8–12,* 2006.

INTRODUCTION TO KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS

The core responsibility of Knowledge and Employability English language arts courses is to foster and strengthen the development of language. Learning the foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables students to experience personal satisfaction and become responsible, contributing citizens and lifelong learners.

The Importance of Language

The Nature of Language

Language is the basis of communication and the primary instrument of thought. Composed of interrelated and rule-governed symbols systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action and contributing to society.

Language Development

Language development is contextual. Students enhance their language abilities by using what they know, continuously and recursively, in new and more complex contexts and with increased sophistication. They reflect on and use prior knowledge to extend and enhance their language abilities and understanding. By learning and incorporating new language structures into their repertoire, and using them in a variety of contexts, students develop greater language fluency and proficiency.

2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

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Critical Thinking and Learning through Language

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and play active roles in learning communities within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas and determine courses of action. By becoming critical thinkers, students become self-reliant, successful, contributing members of society.

Metacognition

Language study helps students develop an awareness of the strategies they use to complete learning tasks successfully. Students are encouraged to talk about, write about and otherwise represent themselves as learners. In essence, the study of language enables students to develop metacognition.

Metacognition involves reflection, critical awareness, analysis, monitoring and reinvention. Students who are engaged in metacognition:

- recognize the requirements of the task at hand
- reflect on the strategies and skills they may employ
- appraise their strengths and weaknesses in the use of these strategies and skills
- make modifications
- monitor the use of these reworked or new strategies in future situations.

ENGLISH LANGUAGE ARTS

Knowledge and Employability English language arts highlights six language arts—listening, speaking, reading, writing, viewing and representing.

Students engage all six language arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; proficiency in one strengthens and supports proficiency in the others.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, individuals communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Aboriginal perspectives and experiences of oral language strengthen their communities and culture.

Listening and speaking enable students to explore ideas and concepts and to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. Students, at all grade levels, need to develop fluency and confidence in their oral language abilities in order to become discerning, lifelong learners. They benefit from many opportunities to listen and speak, both formally and informally, for a variety of purposes. Instruction integrates facets of Aboriginal oral language traditions as an example of the power of language for communities and their members.

Reading and Writing

Reading and writing are powerful means of communicating and learning. These language arts enable students to extend their knowledge and use of language, increase their understanding of themselves and others and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts.

Writing enables students to explore, shape and clarify their thoughts and to communicate these thoughts to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

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Viewing and Representing

Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.

Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, e.g., previewing, predicting and making inferences, may also be used in viewing.

Representing enables students to communicate information and ideas through a variety of media; e.g., video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Inquiry and Research

Through the process of inquiry, students learn to manage ideas and information. Acquiring foundational skills in research will allow students to identify their current knowledge and construct new knowledge within a variety of contexts. The inquiry process includes planning, selecting, organizing, assessing and representing information and is also included in science and social studies courses.

Texts

In today's technological society, individuals not only access information and find enjoyment in print forms but in other language forms as well. For example, oral communication and visual media are becoming increasingly important. Often these forms are used both in combination with one another and in conjunction with print forms. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted; e.g., in computer, television, radio or book forms. Students require knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

Organization of the Program of Studies

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate, with increasing competence and confidence, from Kindergarten to Grade 12. Five general outcomes, represented by the icons below, serve as the foundation for the Knowledge and Employability program of studies. The student outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

General Student Outcomes

Students will listen, speak, read, write, view and represent to:

explore thoughts, ideas, feelings and experiences

comprehend and respond personally, critically and creatively to oral, print and other media texts

manage ideas and information

enhance the clarity and artistry of communication

respect, support and collaborate with others.

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Specific Outcomes

Specific outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade.

GENERAL AND SPECIFIC OUTCOMES FOR ENGLISH LANGUAGE ARTS GRADES 8 AND 9

The aim of English language arts is to enable each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning purposes.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and explore
- 1.1.1 Express ideas and develop understanding
- 1.1.2 Experiment with language and forms
- 1.1.3 Express preferences
- 1.1.4 Set goals

1.2 Clarify and extend
- 1.2.1 Consider the ideas of others
- 1.2.2 Combine ideas
- 1.2.3 Extend understanding

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally, critically and creatively to oral, print and other media texts.

2.1 Use strategies and cues
- 2.1.1 Use prior knowledge
- 2.1.2 Use comprehension strategies
- 2.1.3 Use textual cues
- 2.1.4 Use phonics and structural analysis
- 2.1.5 Use references

2.2 Respond to texts
- 2.2.1 Experience various texts
- 2.2.2 Construct meaning from texts
- 2.2.3 Appreciate the artistry of texts

2.3 Understand forms, elements and techniques
- 2.3.1 Understand forms and genres
- 2.3.2 Understand techniques and elements
- 2.3.3 Experiment with language

2.4 Create original texts
- 2.4.1 Generate ideas
- 2.4.2 Elaborate on the expression of ideas
- 2.4.3 Structure texts

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and focus
- 3.1.1 Focus attention
- 3.1.2 Determine information needs
- 3.1.3 Plan to gather information

3.2 Select and process
- 3.2.1 Use a variety of sources
- 3.2.2 Access information
- 3.2.3 Evaluate sources

3.3 Organize, record and evaluate
- 3.3.1 Organize information
- 3.3.2 Record information
- 3.3.3 Evaluate information

3.4 Share and Review
- 3.4.1 Share ideas and information
- 3.4.2 Review research process

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General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and improve
- 4.1.1 Appraise their own and others' work
- 4.1.2 Revise and edit
- 4.1.3 Enhance legibility
- 4.1.4 Expand knowledge of language
- 4.1.5 Enhance artistry

4.2 Attend to conventions
- 4.2.1 Attend to grammar and usage
- 4.2.2 Attend to spelling
- 4.2.3 Attend to capitalization and punctuation

4.3 Present and share
- 4.3.1 Present information
- 4.3.2 Enhance presentation
- 4.3.3 Use effective oral and visual communication
- 4.3.4 Demonstrate attentive listening and viewing

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect themselves and others and strengthen community
- 5.1.1 Appreciate diversity
- 5.1.2 Relate texts to culture
- 5.1.3 Celebrate accomplishments and events
- 5.1.4 Use language to show respect

5.2 Work within a group
- 5.2.1 Cooperate with others
- 5.2.2 Work in groups
- 5.2.3 Evaluate group process

Under the specific outcome sections on the following pages, the six language arts are identified in brackets as they apply and/or relate to the outcome.

R – Reading
W – Writing
L – Listening
S – Speaking
V – Viewing
Rp – Representing

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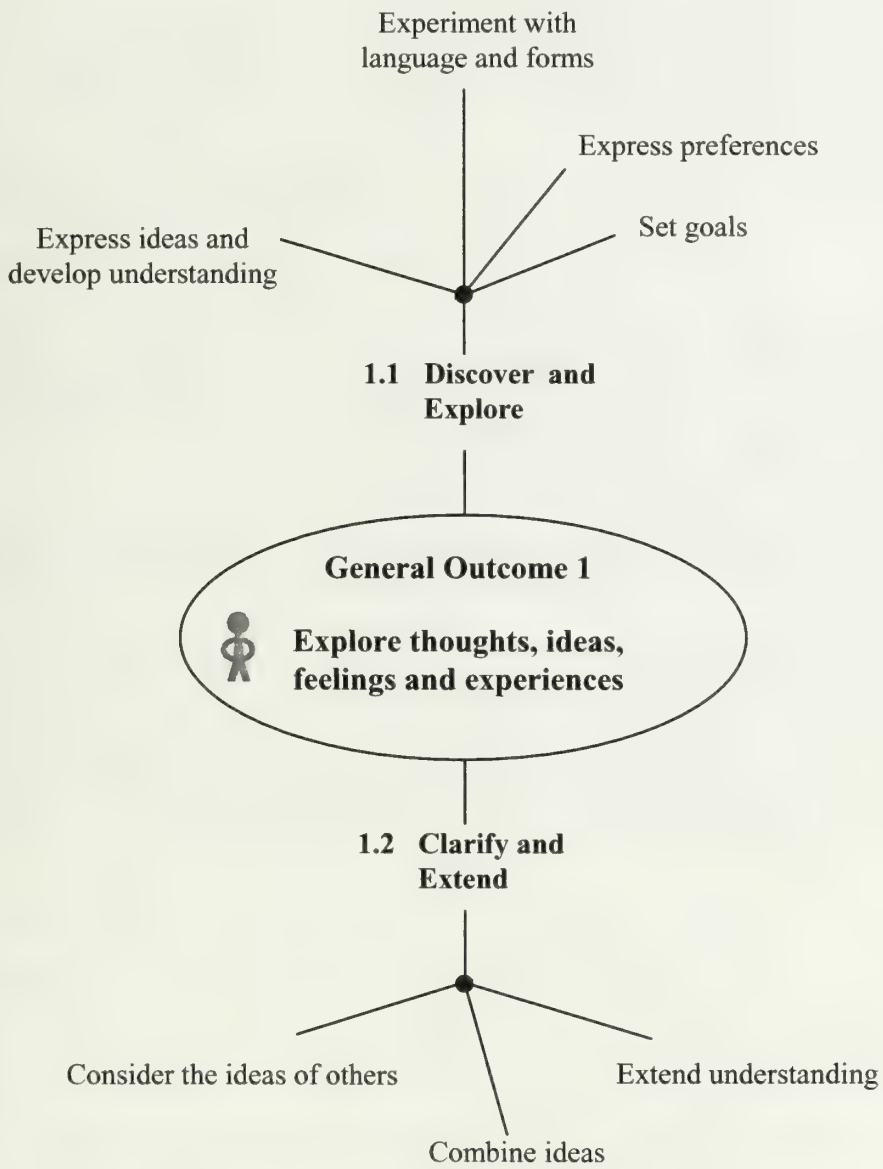
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



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GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

INTRODUCTION

Exploration is fundamental to learning. The specific outcomes that support General Outcome 1 set the foundation for learning in the other outcomes. Students engage in exploration to discover possibilities and to extend their awareness. Through exploration, students begin to formulate their thoughts and ideas, organize and make sense of their experiences and acknowledge and express their feelings. Exploration enables students to discover and understand who they are and what they think. As language users and language learners, exploration helps students to reflect on their weaknesses and strengths.

Note: Knowledge and Employability English language arts emphasizes the exploration of language in relation to practical and everyday home, community and workplace applications.

As students become engaged in exploration, they express their preferences and interests and they set personal goals for language growth. When students face a new task or assignment and study a new text, they explore possibilities and form tentative interpretations and positions. Students experiment with language and forms of expression to continually expand the horizon of opportunities that language learning offers to them. In this way, students consider new perspectives and form new understandings. Ultimately, through exploration, students expand their interest in a variety of texts.

Through talk and conversation, students make observations, ask questions, generate hypotheses, make predictions and form opinions. Often, it is at the point of utterance that students discover what they think or how they feel.

Writing and representing help students to clarify and expand their thinking. When students use such means as dialogue journals to aid their exploration, and when they see their ideas, feelings and experiences in writing, they can reconsider, revise and elaborate in thoughtful ways. Students may also use diagrams, thought webs, collages, charts and other representational forms to explore ideas and interpretations and to make and present new connections among ideas.

Listening, reading and viewing also enable students to explore and consider new perspectives, gather and verify information, identify areas for further inquiry or research and develop support for opinions. A climate conducive to exploration and risk taking fosters learning in General Outcome 1.

Learning effective exploration strategies is interrelated with learning in the other general outcomes.

- Exploratory talk, writing and representation enhance students' comprehension by focusing their prior knowledge and experiences before listening, reading and viewing and when analyzing, evaluating and responding to texts (General Outcome 2).
- Exploration also helps students to find and manage information (General Outcome 3).
- Students are involved in exploration when deciding how to use language effectively when creating their own texts (General Outcome 4).
- Students often use exploratory talk when they work together to collaborate on projects and to develop a classroom learning community (General Outcome 5).

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1.1 Discover and explore

Grade 8 **Grade 9**

1.1.1 Express ideas and develop understanding

Students will:

a. extend and revise their understanding of ideas and information by connecting new and prior knowledge and personal experiences (R, W, L, S, V, Rp)

b. extend and revise their understanding of ideas and information by exploring a variety of print and nonprint texts on related topics and themes (R, W, L, S, V, Rp)

c. extend their understanding by taking different points of view when reviewing and reflecting on print and nonprint texts (R, W, L, S, V, Rp)

1.1.2 Experiment with language and forms

Students will:

a experiment with language, form, structure and images to create different effects, considering purpose and audience (R, W, L, S, V, Rp)

b. examine ways that language and forms influence the development and communication of ideas, information and experiences in print and nonprint texts; e.g., read a novel, view a film adaptation and compare the development and communication of the story (R, W, L, S, V, Rp)

c. experiment with language to enhance language development; e.g., use new vocabulary, vary sentence structure and use figurative language (W, S, Rp)

1.1.3 Express preferences

Students will:

a. extend experiences by exploring and assessing a variety of print and nonprint texts, based on personal preferences and recommendations from others (R, W, L, S, V, Rp)

b. identify and explain the reasons for their personal preferences; e.g., genres, artists, storytellers, filmmakers and authors (R, W, L, S, V, Rp)

1.1.4 Set goals

Students will:

a. apply self-evaluation and other strategies and tools, e.g., checklists and inventories, to identify language strengths and weaknesses and develop personal language learning goals (R, W, L, S, V, Rp)

b. create a language learning plan to meet attainable secondary, post-secondary and career goals and include a record/collection of achievements and goals; e.g., career portfolio (R, W, L, S, V, Rp)

c. investigate career-related language skills using self-evaluation and other strategies to identify attainable career opportunities; e.g., Alberta Learning Information Service (ALIS) Web site, National Occupation Classification (NOC) (R, W, L, S)

d. review and revise their language learning plan design to extend language growth (R, W, L, S, V, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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1.2 Clarify and extend

Grade 8	Grade 9

1.2.1 Consider the ideas of others

Students will:

a. acknowledge the value of, and respond constructively to, the ideas and opinions of others when exploring and extending their personal interpretation and perspectives (R, W, L, S, V, Rp)

b. assess and revise their personal opinions and ideas, based on alternative opinions and ideas (R, W, L, S, V, Rp)

1.2.2 Combine ideas

Students will:

a. exchange ideas and opinions to clarify understanding and to broaden their personal perspectives (R, W, L, S, V, Rp)

b. examine and re-examine ideas, information and experiences from different points of view to find patterns and relationships (R, W, L, S, V, Rp)

c. synthesize information from a variety of sources to extend understanding and perspective (R, W, L, S, V, Rp)

1.2.3 Extend understanding

Students will:

a. identify the purpose, message and intended audience of a communication and verify understanding (R, W, L, S, V, Rp)

b. apply metacognition and other strategies to share, examine and re-examine points of view, opinions, experiences, perspectives and interpretations through discussion or by using various communication technologies; e.g., telephone, e-mail (R, W, L, S, V, Rp)

c. use a variety of strategies to examine, clarify and assess understanding; e.g., discuss, review, reread and reflect (R, W, L, S, V, Rp)

d. revise their initial understandings, points of view and responses, based on new ideas, information and feedback (R, W, L, S, V, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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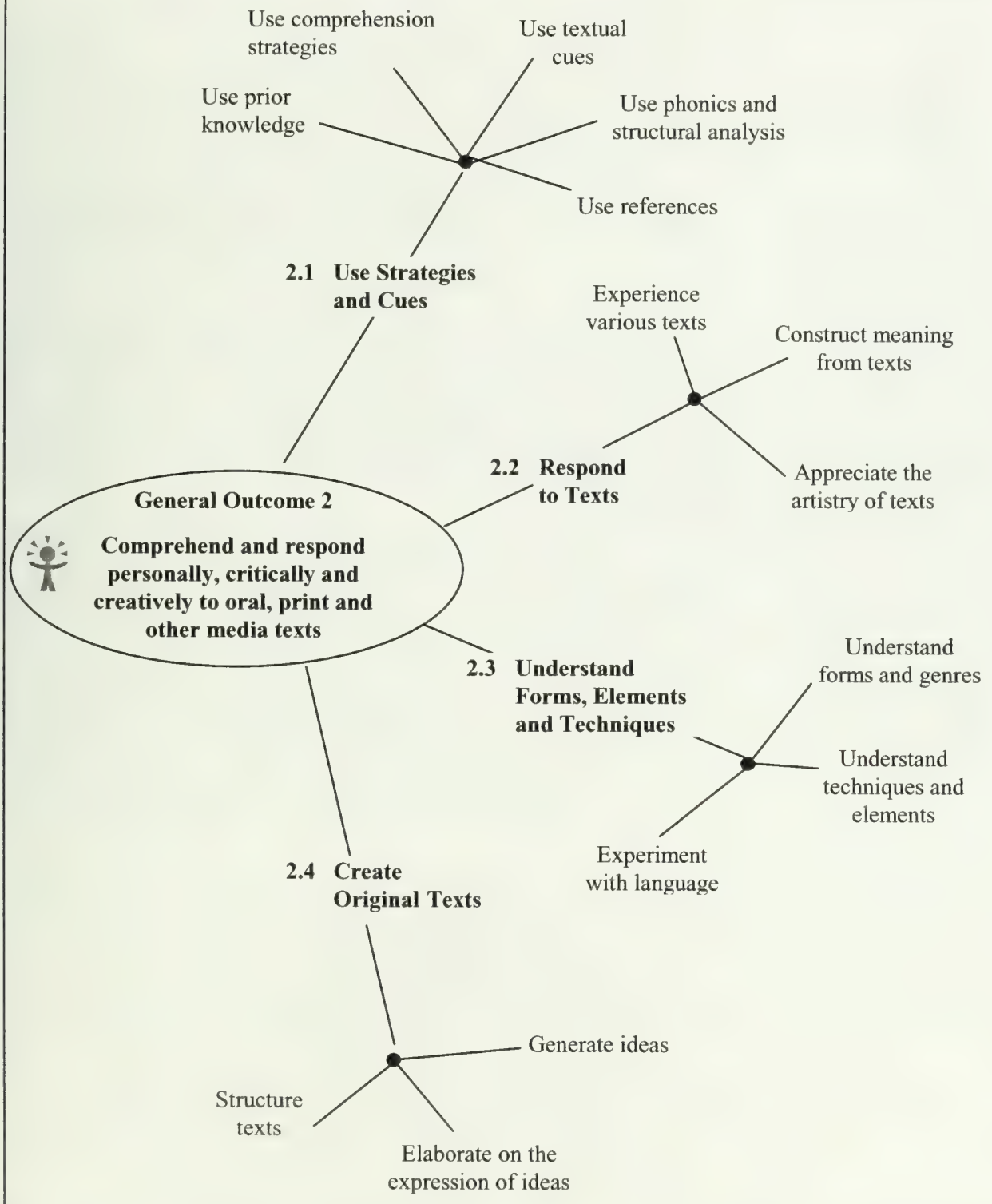
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



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GENERAL OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally, critically and creatively to oral, print and other media texts.

INTRODUCTION

Constructing meaning from texts is fundamental to English language arts. As students study texts in oral, print, visual and multimedia forms, they use a variety of strategies to determine the *what* of a text—the content that is being presented by the text creator. Students engage their prior knowledge of content as they encounter new texts. They identify and examine a text creator's purpose and audience and they consider the interplay between text and context. Students use their skills as listeners, readers and viewers to detect the tones and emotional range adopted by text creators. They use references, including the understandings and interpretations of others, to assist them in forming their own understandings and interpretations of texts.

Note: The *what* and the *how* of a text (text content and text form) have been separated under the first two headings of General Outcome 2 to allow learning outcomes to be clearly specified. In their study of texts, students should be encouraged to understand the relationship between form and content.

Students also use a variety of strategies to understand the craft of the text creator and the *how* of a text—the form that the text creator has fashioned and the textual elements, rhetorical devices and stylistic techniques that the text creator has employed. By studying a variety of texts in oral, print, visual and multimedia forms, students develop an understanding of the relationship between a text's content and its form. They identify the effects that are created by particular forms, elements, devices and techniques and relate a text's form, structure and medium to its purpose, audience and content.

Knowledge and Employability English language arts emphasizes comprehension of print and nonprint texts in relation to practical and everyday home, community and workplace applications.

Students respond personally, critically and creatively—often simultaneously—to the contents and contexts of a variety of texts and to the craft of a variety of text creators. They respond personally by relating texts to their own experiences, feelings, values and beliefs. They respond critically by making interpretations and by evaluating ideas, forms, devices and techniques. They respond creatively by visualizing the settings and situations that are presented in texts and by imagining the persons and characters inhabiting texts. By using their creative imaginations, students synthesize responses that take them deeply into the world of a text or that extend their own worlds by transforming their understandings and perspectives.

Learning effective comprehension and response strategies is interrelated with learning in all of the other general outcomes.

- Exploratory talk and writing enhance and extend student understandings and evaluations of texts (General Outcome 1).
- Student understandings of text forms, structures and media help them to find information when they are involved in inquiry (General Outcome 3).
- The study of texts provides students with a range of topics and organizing structures for their own text creation (General Outcome 4).
- As students respond positively to the texts created by their classmates, they help to encourage others and to build a community of learners (General Outcome 5).

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2.1 *Use strategies and cues*

Grade 8 **Grade 9**

2.1.1 Use prior knowledge

Students will:

a. connect new ideas and information to prior knowledge to enhance their understanding of print and nonprint texts (R, L, V)

b. use their knowledge of text creators, forms and genres, developed during previous experiences, to direct and extend experiences with print and nonprint texts (R, L, V)

c. recognize that an interpretation of the same text may vary based on prior knowledge and individual experience (R, L, V)

2.1.2 Use comprehension strategies

Students will:

a. apply appropriate reading strategies to enhance understanding; e.g., skim, read out loud, form questions, make predictions, reread and read slowly (R)

b. apply a variety of vocabulary strategies, e.g., word attack skills, context clues and dictionary skills, to enhance their comprehension of oral, print and multimedia texts (R, L, V)

c. identify vocabulary specific to a topic to enhance understanding (R, L, V)

c. identify and define new vocabulary specific to a topic to enhance understanding (R, L, V)

d. paraphrase directions or key messages from various sources, e.g., oral directions, assignments, manuals, diagrams, forms, lists, labels and workbooks, to enhance and verify their understanding of tasks (R, W, L, S, V, Rp)

e. use metacognition and a variety of other strategies to identify and remember main ideas and relevant information in print and nonprint texts; e.g., concept map, mental rehearsal, paraphrase, question and take notes (R, W, L, V)

f. identify and examine the appropriate communication strategies used to convey intent such as verbal/nonverbal mood indicators; e.g., use of lighting, camera angle, irony, sarcasm, gestures, volume and tone (R, L, V)

g. identify a speaker's nonverbal communication strategies to increase understanding; e.g., posture, eye contact, facial expression and gestures (V)

2.1.3 Use textual cues

Students will:

a. use a variety of textual cues to enhance understanding; e.g., indexes, tables of contents, chapters, bolded words/phrases, charts, glossaries, graphics and bullets (R, W)

b. use visual and textual cues and structural features to enhance their comprehension of a variety of everyday print and nonprint texts and to read and view with purpose; e.g., newspapers, magazines, instruction manuals, advertisements, schedules and Web sites (R, V)

c. identify and use a variety of cues to enhance their understanding of nonprint texts; e.g., colour, setting, shape, movement, lighting, camera angle and size of images (V)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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Grade 8 **Grade 9**

2.1.4 Use phonics and structural analysis

Students will:

a. apply their knowledge of phonics, sight vocabulary and context cues to enhance vocabulary development and spelling (R, W, L, S, V, Rp)

b. select and apply effective strategies to build on their strengths or address areas for improvement; e.g., context clues, dictionary use, spelling/vocabulary computer software and personal glossary (R, W, L, S, V, Rp)

2.1.5 Use references

Students will:

a. skim and scan reference materials to confirm spelling, locate meaning, extend vocabulary, verify usage and address uncertainties; e.g., dictionary, thesaurus, writer's handbook, personal glossary and computer software (R, W, S, L, V, Rp)

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2.2 *Respond to texts*

Grade 8	Grade 9

2.2.1 Experience various texts

Students will:

a. explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction (R, L, V)

b. recognize that many interpretations of the same text exist and examine other points of view (R, L, V)

c. consider the historical context when developing points of view or interpretations of texts (R, L, V)

d. justify their point of view and interpretation using evidence from a text (R, L, V)

2.2.2 Construct meaning from texts

Students will:

a. use metacognition and other appropriate strategies, e.g., graphic organizers and technology, to categorize parts of a plot, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action, resolution and main conflict, and recognize their relationships in developing a story (R, L, V)

Grade 8	Grade 9
b. examine how a character changes as a result of an event within a plot by examining elements of character; e.g., personality traits, motivation, relationships, attitudes and values (R, L, V)	b. examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change (R, L, V)
c. compare the choices and behaviours of characters portrayed in texts to themselves and others (R, W, L, S, V, Rp)	c. analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others (R, W, L, S, V, Rp)
d. identify the main message and supporting details from various texts; e.g., short stories, articles, novels, electronic sources, CD–ROMs, television commercials and directions to complete tasks (R, L, V)	d. identify the main message, theme, point of view, argument and lesson or moral within a text (R, L, V)

e. identify conflict and examine how it develops and may be resolved (R, L, V)

f. define their own interpretation of texts, based on experience, prior knowledge and evidence from the text (R, W, S, Rp)

g. differentiate between fact and fiction in media portrayals of everyday life (R, L, V)

h. use a variety of strategies to understand and follow oral directions; e.g., paraphrase, mental maps, take notes (W, L)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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2.2.3 Appreciate the artistry of texts

Students will:

a. examine the ways that a character can be developed and how character, plot and setting are interconnected, mutually supportive and work together to create mood and tone (R, L, V)

b. recognize and appreciate the use and effectiveness of a variety of techniques, e.g., word choice, camera angle, irony, symbolism, line and framing, in communicating meaning and enhancing the text experience for the audience (R, L, V)

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2.3 *Understand forms, elements and techniques*

Grade 8	Grade 9

2.3.1 Understand forms and genres

Students will:

a. examine how the choice of form and genre in oral, visual and multimedia texts is appropriate to the purpose and audience (R, L, V)

b. identify various forms and genres of oral, print and other media texts and identify the key characteristics of each (R, L, V)

c. examine the effectiveness of different types of forms for presenting ideas and information; e.g., presentations of news through television, radio and newspapers; CDs and music videos (R, L, V)

2.3.2 Understand techniques and elements

Students will:

a. examine how narrative hooks, foreshadowing, flashbacks, suspense and surprise endings contribute to the effectiveness of plot development (R, L, V)

b. identify graphic design techniques, e.g., graphic quality, colour, sound, camera angle, composition, movement and editing, that create and/or manipulate emotion, mood and point of view (R, L, V)

c. examine how sound and image work together to create effects in media texts (L, V)

d. summarize the content of media texts and examine the choices made in planning and producing them (R, L, V)

2.3.3 Experiment with language

Students will:

a. explore the creative uses of language and visuals in popular culture, e.g., cartoons, animated films, limericks, advertisements, electronic and print magazines and the Internet, and communicate ways in which imagery and figurative language, e.g., simile, hyperbole and metaphor, convey meaning, tone and mood (R, L, V)

Students will:

a. analyze the creative uses of language and visuals in popular culture and explain the ways in which imagery and figurative language, e.g., simile, hyperbole and metaphor, convey meaning, tone and mood (R, L, V)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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2.4 *Create original texts*

Grade 8	Grade 9

2.4.1 Generate ideas

Students will:

a. take ownership of text creation by selecting a topic, concept or idea that is personally meaningful, engaging and based on personal experience and/or prior knowledge (R, S, W, L, V, Rp)

b. apply appropriate prewriting strategies to generate ideas and focus a topic; e.g., discussion, brainstorm, webs, outlines, journals, graphic organizers and technology (W, L, S, Rp)

b. apply appropriate prewriting strategies to explore, develop and justify their own ideas, opinions and point of view and develop new ideas and determine the scope of writing (W, L, S, Rp)

c. create oral, print and other media texts related to issues encountered in their own life (W, S, Rp)

2.4.2 Elaborate on the expression of ideas

Students will:

a. use a variety of techniques to communicate meaning and enhance the effectiveness of texts; e.g., colour, shape, composition, suspense, foreshadowing, flashbacks, word choice, gestures, movement, balance, camera angles, framing, irony and symbolism (R, L, V)

2.4.3 Structure texts

Students will:

a. create a variety of oral, print and other media texts with well-developed, supported and linked ideas and components, including: (W, S, Rp)

- personal correspondence, e.g., personal letters, e-mail messages, using electronic and other templates as appropriate
- descriptive, persuasive, expository and narrative paragraphs

- forms of functional writing, e.g., résumé, cover letter, memo, using electronic and other templates as appropriate
- descriptive, persuasive, expository and narrative paragraphs and three- to five-paragraph essays

b. create a variety of texts to examine the connections between form, elements and techniques; e.g., advertisements, brochures, book jackets, plays, poetry, instruction sheets, posters and multimedia presentations (W, S, Rp)

c. complete actual, or samples of, common home- and work-related forms; e.g., Social Insurance Number (SIN) form, job application form and performance checklists (W, S, Rp)

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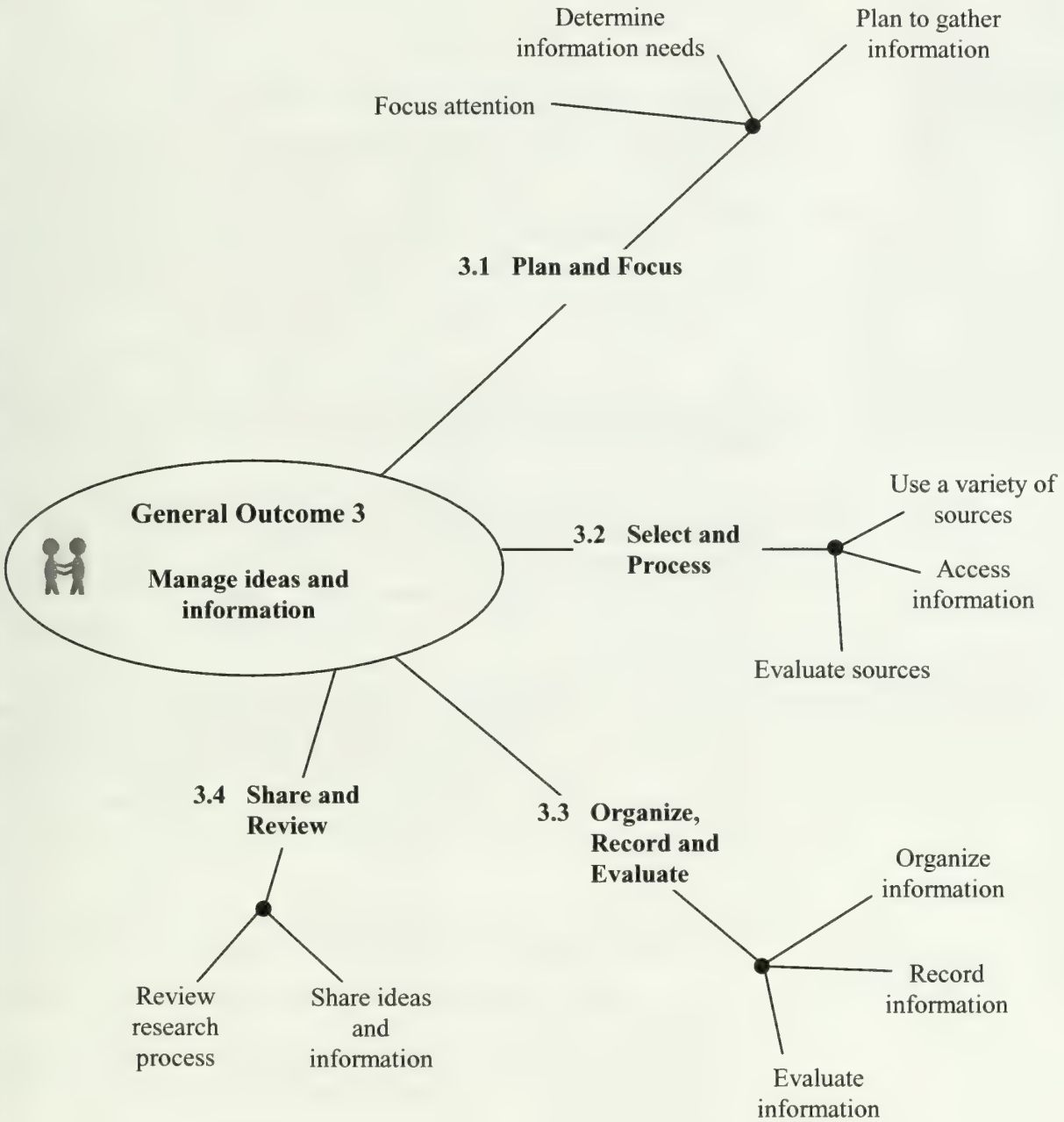
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



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GENERAL OUTCOME 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

INTRODUCTION

Note: Knowledge and Employability English language arts emphasizes the management of ideas and information in relation to practical and everyday home, community and workplace applications.

Students manage ideas and information to fulfill particular inquiry or research needs. Such needs may include communicating with a particular audience, considering a variety of literary interpretations or gathering details that contribute to the verisimilitude of a created text.

Students develop the ability to determine:

- why they need to pursue an inquiry or to conduct research
- what types of questions need to be answered
- what types of data and information are needed
- where to locate information sources
- how to record and organize selected information
- if chosen sources and gathered information satisfy the requirements of purpose, audience and situation
- if chosen sources are reputable and of good quality.

Students integrate and synthesize their findings and, in the course of managing ideas and information, formulate generalizations and conclusions and develop personal perspectives.

Students use inquiry or research findings for a variety of purposes. A finding may simply be a new understanding that a student records in a journal for future use. Findings may also include facts, examples or generalizations that are used immediately by students involved in text creation. Findings often lead students to formulate new questions for further research.

As they progress through their English language arts courses, students develop strategies for managing ideas and information with increasing independence and sophistication. As well, they evaluate their own and others' inquiry and research processes and findings with a view to refining such processes and considering alternative ways of conducting inquiry or research in the future.

Learning effective strategies for managing ideas and information is interrelated with learning in the other general outcomes.

- Students explore ideas to frame questions and plan research processes (General Outcome 1).
- When students examine sources to identify ideas and gain information, they are engaged in comprehending and responding to text (General Outcome 2).
- As they record and organize the information and other material that they have uncovered, students are engaged in the creation of text (General Outcome 4).
- Students often collaborate to conduct research or pursue inquiry (General Outcome 5).

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3.1 Plan and focus

Grade 8	Grade 9

3.1.1 Focus attention

Students will:

a. use metacognition and a variety of other strategies, e.g., discussions, brainstorms and webs, to identify a topic and focus ideas (R, W, Rp)

b. consider a variety of factors that may influence a topic; e.g., audience, purpose, point of view and form (R, W, L, S)

c. create categories and questions using who, what, where, when, why and how to guide inquiry and topic development (W, L, S)

d. identify a tentative presentation form appropriate to the audience, purpose and point of view (W, L, S)

e. use note taking, outlining or representing strategies to summarize important ideas and information in oral, print and other media texts (W, S, Rp)

3.1.2 Determine information needs

Students will:

a. identify and record their prior knowledge related to a topic and determine information gaps (W, S, Rp)

b. select appropriate information sources for a topic, audience, purpose and form; e.g., library, encyclopedia, community members and Web sites (R, L, V)

3.1.3 Plan to gather information

Students will:

a. create a plan to access, gather, record, organize and present information, considering the topic, time, purpose, audience, form, access to technology and other resources and using appropriate strategies; e.g., webs, outlines and discussions (W, S, Rp)

b. assess and modify their plan as needed (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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3.2 *Select and process*

Grade 8	Grade 9

3.2.1 Use a variety of sources

Students will:

a. use a variety of oral, print, visual and multimedia information sources appropriate to the inquiry; e.g., textbooks, encyclopedias, graphs, oral stories, artifacts, diagrams, posters, pictures, films, community members, databases, CD–ROMs and the Internet (R, L, V)

3.2.2 Access information

Students will:

a. access information using a variety of tools and text features; e.g., headings, bolding, summaries, key words, electronic searches, visual and sound effects, page layouts, font styles and sizes (R, W, Rp)
b. scan and/or skim to locate specific information quickly, using textual cues and other strategies (R, W, S, Rp)
c. distinguish between fact and opinion in information (R, W, S, Rp)
d. record key ideas and information using appropriate strategies; e.g., take notes and use technology (W, S, Rp)
e. select appropriate technologies for gathering, generating and recording information and other materials to create a product (R, W, L, S, V, Rp)

3.2.3 Evaluate sources

Students will:

a. use pre-established criteria to assess whether sources of information are credible, factual, current and appropriate to the purpose, audience and form of presentation (R, L, V)
b. select alternate information sources as appropriate (R, L, V)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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3.3 Organize, record and evaluate

Grade 8 **Grade 9**

3.3.1 Organize information

Students will:

a. organize ideas and information, logically and creatively, using categories, questions, sequence and technology, as appropriate (R, W, V)

b. integrate ideas and information using their prior knowledge and new information and ideas (R, W, V)

3.3.2 Record information

Students will:

a. make notes in point form, summarizing main ideas and supporting details, using appropriate strategies; e.g., headings, subheadings, key words, supporting details and phrases and graphic organizers (R, W, V)

b. record information accurately and completely, in a consistent and appropriate style, using quotations and citing sources within footnotes and using word processing software when appropriate (R, W, V)

c. use appropriate keyboarding techniques, e.g., proper fingering when using alphabet and punctuation keys, and apply appropriate strategies to increase accuracy and speed (W)

d. reference information sources using appropriate form and consistency (W, S, Rp)

3.3.3 Evaluate information

Students will:

a. use appropriate criteria and metacognition strategies to assess whether the information gathered is relevant, important, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of presentation (R, W, L, S, V, Rp)

b. recognize that different viewpoints on issues may exist and that information may have a bias or be limited (R, L, V)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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3.4 Share and review

Grade 8	Grade 9

3.4.1 Share ideas and information

Students will:

a. communicate ideas and information in a variety of oral, print and other media texts; e.g., posters, photo essays, brochures, video/multimedia presentations, interviews, newspaper articles and expository/descriptive oral reports (W, S, Rp)

b. use appropriate oral, visual, print and/or other media effectively to inform and engage the audience (W, S, Rp)

c. apply the appropriate moral and ethical standards acceptable for a presentation (W, S, Rp)

d. demonstrate responsibility for following appropriate security and safety measures when using technology and the Internet; e.g., language and etiquette, ergonomics to promote personal health and well-being and respect the products and privacy of others (W, S, Rp)

3.4.2 Review research process

Students will:

a. identify their strengths and areas for improvement in their personal research skills and research plan (W, S, Rp)

a. use appropriate metacognition strategies to assess the effectiveness of the research process and identify strategies to improve future research (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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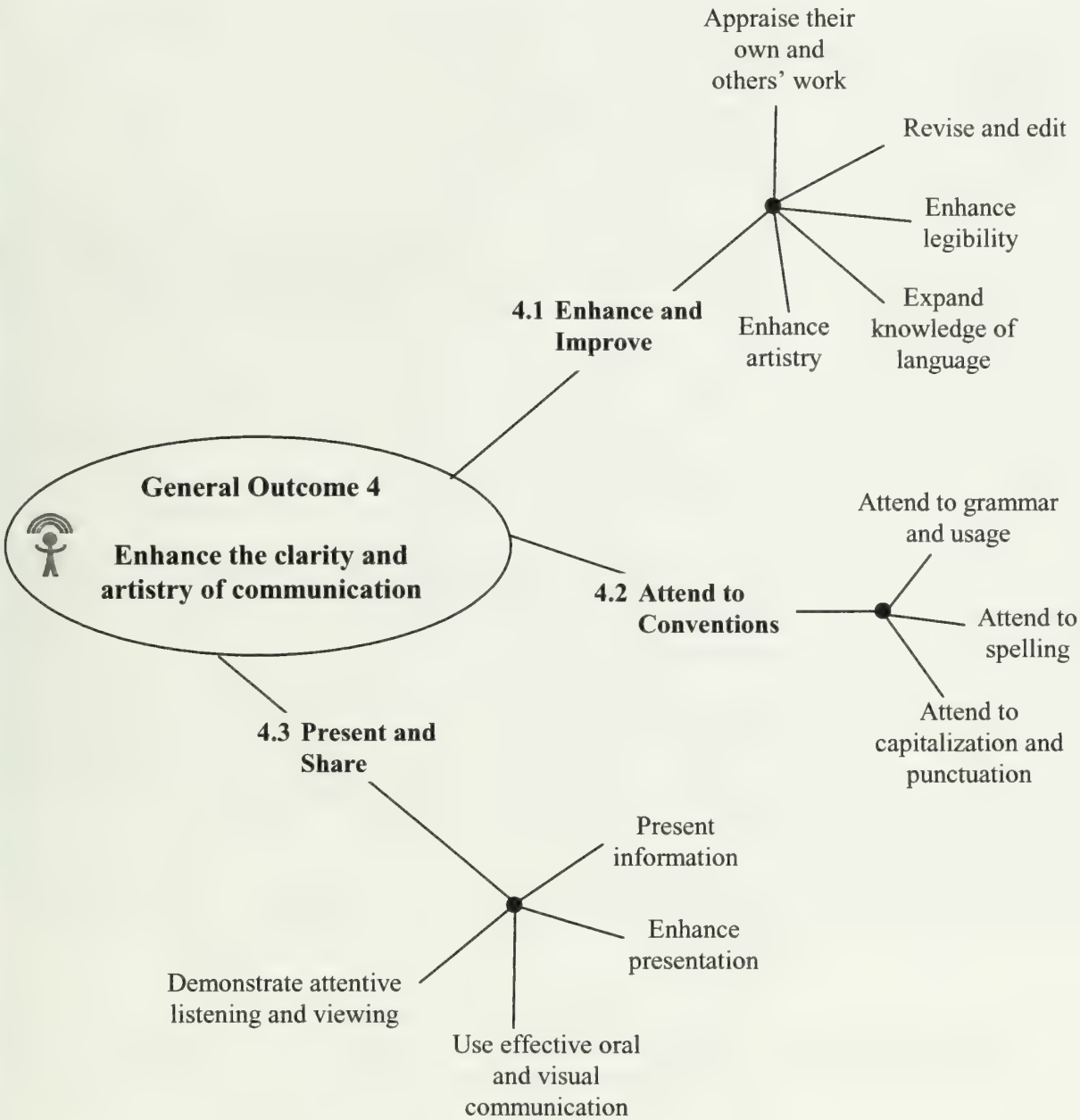
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



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GENERAL OUTCOME 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

INTRODUCTION

Note: Knowledge and Employability English language arts emphasizes creating and enhancing print, visual and multimedia texts in relation to practical and everyday home, community and workplace applications.

Students draft and develop a variety of oral, print, visual and multimedia texts as a means of discovering, understanding and communicating their thoughts, feelings and experiences. When beginning the task of text creation, students assess context: they determine the purpose they wish to accomplish, they identify their audience and they consider the nature of the communication situation. They also develop or use form, structure and media that are consistent with context.

Students develop ideas through text creation. They share their experiences and communicate the events that are significant to them. They create images and develop themes imaginatively and artistically. By creating texts in a variety of oral, print, visual and multimedia forms, students develop their personal voices and learn the craft of the text creator.

As students produce texts for publication or presentation, they ensure that the expectations of the text creation task and the requirements of the communication situation have been met. They also consider the time and space limitations of a particular text creation, publication or presentation situation.

Students develop confidence and skill by sharing thoughts, ideas and experiences through formal and informal presentations. They select and use presentation technologies that are appropriate to the purpose, audience and communication situation.

Students enhance the communicative power of their texts by assessing and revising thought and detail, organization, matters of choice and matters of correctness. They develop an understanding of how language works and they use the specialized terminology of the discipline of English language arts to communicate that understanding.

Learning effective strategies for creating text and for enhancing the thoughtfulness, effectiveness and correctness of communication is interrelated with learning in the other general outcomes.

- Students explore text creation possibilities and experiment with language, image and structure (General Outcome 1).
- The oral, print, visual and multimedia texts under study provide vicarious experiences, new perspectives and potential forms and media that students may use for speaking, writing and representing (General Outcome 2).
- Students locate, gather, record and organize material to communicate ideas and information (General Outcome 3).
- Students work in groups to complete tasks and assignments and to collaborate on text creation (General Outcome 5).

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4.1 Enhance and improve

Grade 8 **Grade 9**

4.1.1 Appraise their own and others' work

Students will:

a. share oral, print and other media texts, in draft form, in a way that will elicit useful feedback (W, S, Rp)

b. determine if directions have been followed and if the product is on topic and demonstrates unity and coherence (W, S, Rp)

c. examine the content and effectiveness of the product/presentation, considering the intended audience, purpose and form (W, S, Rp)

d. identify and assess content and presentation features that enhance or detract from the product and suggest/make changes (R, W, L, S, V, Rp)

e. apply appropriate metacognition strategies to appraise their own and others' work (W, S, Rp)

4.1.2 Revise and edit

Students will:

a. work collaboratively to make appropriate revisions based on feedback (W, S, Rp)

b. proofread, edit and revise to follow language conventions; e.g., capitalization, punctuation, sentence structure, parts of speech, dialogue, grammar, spelling and word usage (R, W, S, Rp)

c. select and use appropriate tools to edit and revise; e.g., dictionary, thesaurus and electronic editing functions (R, W, S, Rp)

d. revise to ensure consistency of content in the use of a main idea, a point of view and supporting details (R, W, S, Rp)

e. revise the introduction, conclusion and supporting ideas and information to enhance coherence and clarify meaning (R, W, S, Rp)

f. revise to enhance sentence structure and variety, word choice and appropriate tone and to eliminate unnecessary repetition (R, W, S, Rp)

g. demonstrate the effective effort and behaviour required to achieve a goal or create a product; e.g., be positive, focus on the goal, work independently and/or in groups as appropriate, take initiative (L, S)

4.1.3 Enhance legibility

Students will:

a. use an appropriate handwriting style, word processor, font type and size, graphics and other techniques to produce their own texts, considering the content, audience and purpose (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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Grade 8 **Grade 9**

4.1.4 Expand knowledge of language

Students will:

a. identify the differences between standard English, slang, colloquialisms and jargon, and the denotative and connotative meanings of words, and examine how these differences affect meaning; e.g., accent or dialect in local communities/regions (R, W, L, S, V, Rp)

b. recognize that new words, phrases and manners of expression enter the language through popular culture, technology and other languages (R, W, L, S, V, Rp)

c. identify and infer the literal and figurative meanings of words and/or phrases in context using metaphors, similes, idioms and analogies (R, W, L, S, V, Rp)

4.1.5 Enhance artistry

Students will:

a. experiment with figurative language, illustrations, voice, sentence patterns, video effects, music and other techniques to provide emphasis, express emotion or create a mood (W, S, Rp)

b. explore and select appropriate aspects of style, e.g., font size and style, colours, spacing of text, image placement, sound and video links, within the presentation form or product, to convey meaning to the audience (W, S, Rp)

c. use a consistent style within a print or multimedia product; e.g., layout, headers, footers, margins and columns (W, S, Rp)

d. use metacognition strategies to examine the effectiveness and limitations of various forms of texts for an intended purpose and audience (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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4.2 Attend to conventions

Grade 8 **Grade 9**

4.2.1 Attend to grammar and usage

Students will:

a. use appropriate tools, e.g., handbooks, exemplars, models, dictionaries, spell and grammar check software, to assist in attending to conventions (W, S, Rp)

b. attend to grammar conventions; e.g., subject–verb agreement in sentences; use of a variety of simple, compound and complex sentences; use of transitional devices and pronouns; use of consistent verb tenses (W, S, Rp)

c. distinguish between formal and informal language conventions and recognize the appropriate use of each; e.g., oral language use during a job interview and when speaking with friends (W, S, Rp)

4.2.2 Attend to spelling

Students will:

a. attend to spelling conventions; e.g., confirm spelling, remember key words, develop and use their knowledge of spelling generalization and how words are formed (W, S, Rp)

b. develop a systematic and effective approach to studying and remembering the correct spelling of key words (W, S, Rp)

c. use a variety of strategies to verify or correct spelling; e.g., dictionary, thesaurus and electronic software (R, W, S, Rp)

d. identify everyday situations in which careful attention to correct spelling is particularly important; e.g., complete forms and schoolwork (R, S, Rp)

4.2.3 Attend to capitalization and punctuation

Students will:

a. attend to capitalization and punctuation conventions; e.g., use periods and commas appropriately with quotation marks, use commas to separate phrases and clauses in their own writing (W, S, Rp)

b. use appropriate capitalization and punctuation when referencing oral, print and other texts (W, S, Rp)

c. identify everyday situations in which careful attention to correct capitalization and punctuation is particularly important; e.g., cover letters for employment and writing at the workplace (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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4.3 *Present and share*

Grade 8 **Grade 9**

4.3.1 Present information

Students will:

a. apply appropriate common conventions when integrating information gathered from various sources; e.g., word processing, publishing, multimedia software, spreadsheets, graphics and database templates (W, S, Rp)

b. present information using various forms of print and nonprint texts; e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations and Web pages (W, S, Rp)

c. plan and create short, small-group, whole-class and other presentations to share information and ideas (W, S, Rp)

d. recognize that different settings may require different techniques or different forms of verbal and nonverbal communication; e.g., volume at different settings and the size of visuals (W, S, Rp)

e. apply appropriate verbal and nonverbal strategies when presenting; e.g., tone, volume, eye contact, gestures and posture (W, L, S, Rp)

f. recognize the need for preparedness in effective communication (W, L, S, Rp)

4.3.2 Enhance presentation

Students will:

a. select and organize graphics effectively to communicate and support information and ideas (W, S, Rp)

b. clarify and support ideas or opinions with details, visuals or media techniques (W, S, Rp)

4.3.3 Use effective oral and visual communication

Students will:

a. plan and shape presentations to achieve particular purposes or effects and use feedback to make modifications (W, L, S, Rp)

b. integrate a variety of media and display techniques, as appropriate, to enhance the appeal and accuracy of presentations (W, S, Rp)

4.3.4 Demonstrate attentive listening and viewing

Students will:

a. listen and view attentively and actively to carry out instructions; e.g., identify important ideas, organize and classify information (L, V)

b. use appropriate listening and viewing skills to demonstrate respect and consideration; e.g., make eye contact, nod and face the presenter/presentation (L, V)

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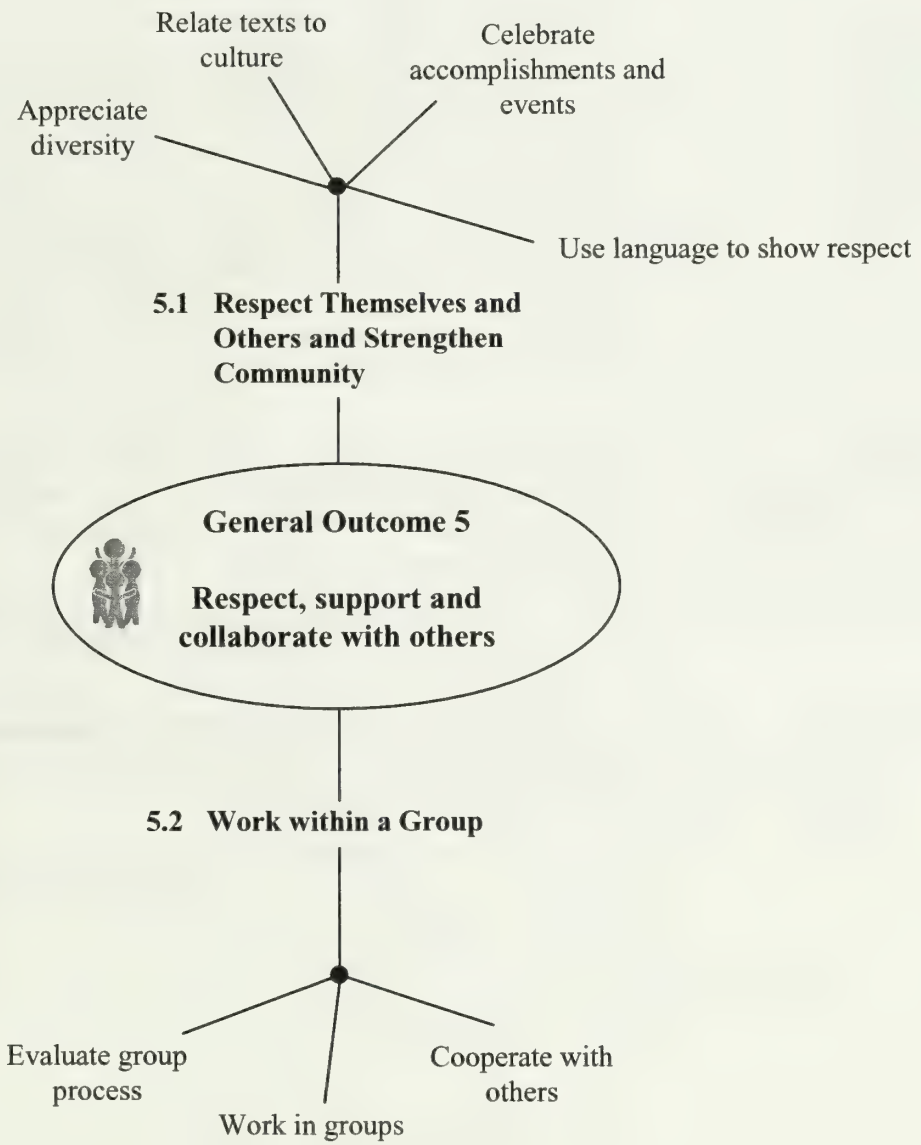
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



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GENERAL OUTCOME 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

INTRODUCTION

Note: Knowledge and Employability English language arts emphasizes that students respect and advocate for themselves and others, and demonstrate support and collaboration with others, in relation to practical and everyday home, community and workplace applications.

As students collaborate with others, they use language to show respect and consideration. Together, students access, understand, use and create texts when seeking answers to questions regarding the human condition. They appreciate the diversity of expression, opinion and perspective displayed by other students in their community of learners; they willingly share their personal knowledge, expertise and perspectives to help build and strengthen that community. They learn to use language in ways that demonstrate sensitivity to the feelings of their peers and enrich the classroom atmosphere.

Students develop and display positive attitudes that are observable in the verbal and nonverbal communication they exhibit. Students' positive attitudes are displayed as they celebrate their own accomplishments and honour the accomplishments of their classmates. As they recognize events of importance to their communities and their cultures, students come to understand their personal connections to community in a broader sense.

Students learn collaboration skills by working well together. They discuss in groups, build on others' ideas and plan and work together to meet common goals. They learn to use language to reflect upon their own behaviours and values and the behaviours and values of others. They participate fully and positively in a classroom community.

As they collaborate with others, students demonstrate that they understand and employ group processes. They cooperate with others as they contribute to the processes their groups are using to complete tasks. They assess and evaluate the work that their groups have accomplished, and the processes that their groups have used, so that future collaboration may benefit from the understandings they have developed.

Students learn the importance of respecting, supporting and collaborating with others. It is these processes that set the context for students to experience success in the English language arts classroom, at home, in the community and at the workplace.

Learning effective strategies for collaborating with others is interrelated with learning in the other general outcomes.

- Students work collaboratively to discover possibilities and to experiment with language and forms (General Outcome 1).
- Students learn from the understandings and interpretations of their classmates as they comprehend and respond to oral, print, visual and multimedia texts (General Outcome 2).
- Students often work collaboratively to conduct inquiry and research and to share findings (General Outcome 3).
- Students work collaboratively on text creation: they discuss topics and forms of expression, they act as peer editors to assess their classmates' texts and to offer constructive suggestions for improvement and they often work together to deliver a presentation (General Outcome 4).

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5.1 Respect themselves and others and strengthen community

Grade 8	Grade 9

5.1.1 Appreciate diversity

Students will:

a. examine how ideas, people, experiences and cultural traditions and values are portrayed in print and nonprint texts and compare their own with others' understanding; e.g., Aboriginal oral stories and artifacts (R, L, V)

b. recognize that individual differences and perspectives are influenced by culture, religion, age, gender and experiences and are valuable and honourable (R, L, V)

c. clarify and enhance their understanding, perspectives and opinions by examining the ideas of others (R, L, S, V)

5.1.2 Relate texts to culture

Students will:

a. identify and compare the ways in which texts reflect specific elements of cultures or periods in history; e.g., Aboriginal peoples (R, L, V)

a. analyze how texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history; e.g., Aboriginal peoples (R, L, V)

5.1.3 Celebrate accomplishments and events

Students will:

a. participate in organizing and celebrating special events, considering the various ways language arts are used across cultures, age groups and genders to honour and celebrate people and accomplishments; e.g., Aboriginal and other cultural/community events (R, W, L, S, V, Rp)

5.1.4 Use language to show respect

Students will:

a. use inclusive language and behaviour and create texts in ways that demonstrate respect for people of different heritage, cultures, genders, ages, abilities, opinions and communities (W, S, Rp)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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5.2 *Work within a group*

Grade 8	Grade 9

5.2.1 Cooperate with others

Students will:

a. demonstrate respect for their rights and the rights of others, within a group and a community, by being fair and honest, demonstrating integrity and personal ethics and by valuing equity within the group (L, S, Rp)

b. contribute collaboratively in group situations by asking questions and listening and building on the ideas of others (L, S)

c. identify and model the behaviours of a successful student and/or worker; e.g., listen to and follow directions, seek assistance, arrive on time, organize materials, paraphrase directions, prioritize tasks and recognize expectations (L, S)

d. distinguish among constructive criticism, ridicule and sarcasm and identify strategies to respond appropriately (L, S)

5.2.2 Work in groups

Students will:

a. communicate appropriately with group members to develop and/or identify goals, generate ideas, monitor progress and share responsibility for the completion of a project/group goal (L, S)

b. identify and demonstrate appropriate behaviour within a group; e.g., listen without interrupting, contribute when appropriate, disagree and/or offer suggestions in an appropriate manner (L, S)

c. identify and model motivational techniques, e.g., positive reinforcement, suggestions and paraphrasing, to focus group members on tasks and achieve group goals (L, S, V)

d. acknowledge conflicting points of view within a group and contribute to compromise in a positive manner, using a variety of strategies; e.g., follow a problem-solving or issue-resolution model (L, S)

e. identify and demonstrate the responsibilities of each member within a group; e.g., leader, recorder, motivator (L, S)

e. assess personal effectiveness when assuming major roles within a group (L, S)

f. identify leadership roles within a group to enhance personal leadership skills (L, S, V)

5.2.3 Evaluate group process

Students will:

a. evaluate group processes, and personal contributions to group processes, to determine and communicate strengths and areas for improvement (L, S)

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing

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KNOWLEDGE AND EMPLOYABILITY MATHEMATICS GRADES 8 AND 9

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

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Aboriginal Perspectives and Experiences
For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections
Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections
Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

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TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT) outcomes, and the use of computers and other technologies, are included in Knowledge and Employability courses. This technology integration will help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Policy 1.4.2* and in the *Information Manual for Knowledge and Employability Courses, Grades 8–12*, 2006.

RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Knowledge and Employability mathematics courses focus on developing essential mathematics knowledge, skills and attitudes needed for everyday living at home, in the workplace and in the community.

This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding; e.g., literacy. Emphasis is on the acquisition of practical life skills and competency in using mathematics to solve everyday problems, interpret information and create new knowledge within the contexts of the home, the workplace and the community.

Mathematics competencies are developed through a problem-solving, experiential approach, using information and activities that directly relate to students' current and future experiences. A variety of activities and problems, along with community partnerships, help students understand and appreciate the role of mathematics in society.

2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

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The use of manipulatives and other strategies/tools in Knowledge and Employability mathematics courses assists in addressing the diversity of learning styles and different developmental stages of individual students.

Knowledge and Employability mathematics courses emphasize career/life skills, teamwork, communication skills and thinking processes. Information and Communication Technology (ICT) outcomes, and the use of calculators, computers and other technologies, are integrated into the courses to help provide quick and accurate computation and manipulation and to enhance conceptual understanding.

Knowledge and Employability mathematics courses are derived from *The Common Curriculum Framework for K–12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education* (1995) and *The Common Curriculum Framework for K–12 Mathematics Grade 10 to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* (1996). Outcomes have been created and/or modified as needed.

These courses follow standards set out by the National Council of Teachers of Mathematics (NCTM).

GOALS OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Students will develop the following mathematics competencies in the context of solving everyday problems. Students will:

- identify the problem and select and apply appropriate problem-solving strategies, mathematical operations and tools
- estimate and calculate solutions accurately
- evaluate processes, results and personal/ group performance
- develop teamwork skills and use appropriate vocabulary to reason and communicate mathematically
- apply mathematical literacy to everyday situations.

COMPONENTS OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Knowledge and Employability mathematics courses have similarities with, and linkages to, other mathematics courses. However, Knowledge and Employability mathematics courses and resources are distinctive in that they:

- provide students with practical and applied opportunities to develop mathematical competencies
- promote the integration of curriculum and community partnerships to connect mathematics to other school subjects and to other environments.

CONCEPTUAL FRAMEWORK FOR KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Within the context and nature of mathematics, the courses include the development of mathematical processes to assist students in achieving their learning goals and to encourage lifelong learning in mathematics.

The conceptual framework outlined in this section presents:

- a multifaceted view of mathematics
- the discipline as a set of interwoven skills, procedures and concepts.

The following graphic illustrates how student outcomes are organized by strand and are designed to be influenced by mathematical processes and the nature of mathematics.

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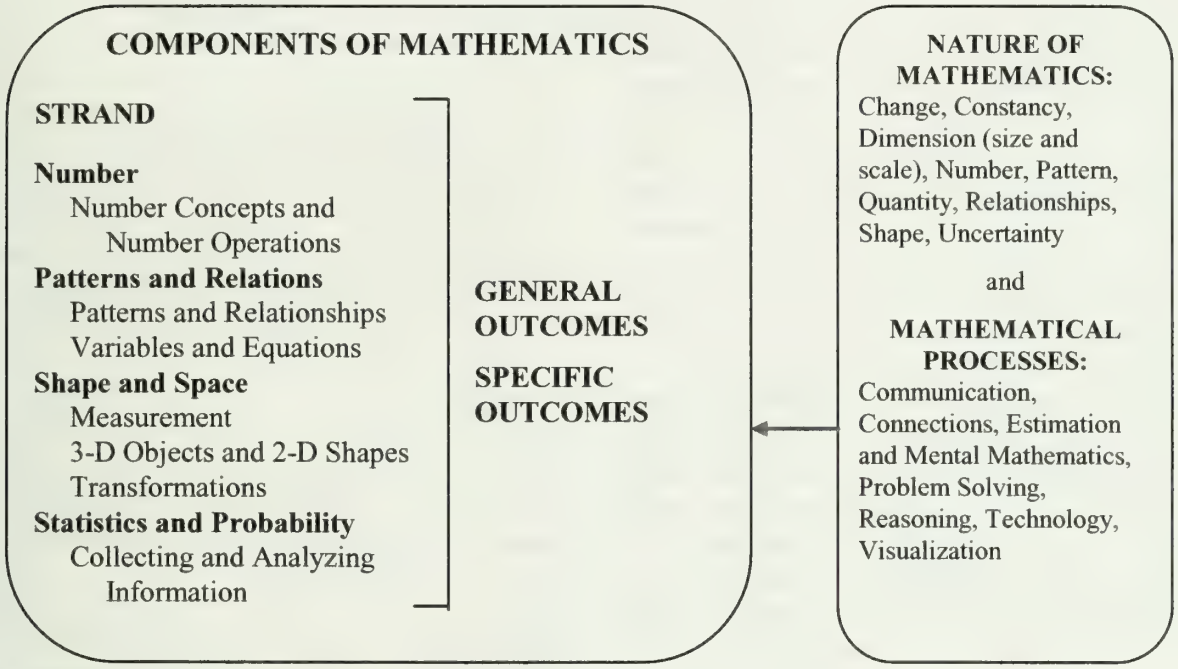
KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Students use a problem-solving approach to complete calculations and solve word problems in everyday home, workplace and community contexts.



MATHEMATICAL PROCESSES

There are critical components that students must encounter in a mathematics program in order to achieve the goals of mathematics education and to embrace lifelong learning in mathematics. Students in Knowledge and Employability mathematics courses will build on and apply mathematical processes, using everyday home, workplace and community problems.

This program of studies incorporates the following seven interrelated mathematical processes that are intended to permeate teaching and learning.

Communication [C]
Students need opportunities to read about, represent, view, write about, listen to and discuss mathematical ideas in everyday and workplace contexts. These opportunities allow students to create links between their own language and ideas and the formal language and symbols of mathematics.

Communication is important in clarifying, reinforcing and modifying ideas, attitudes and beliefs about mathematics. Students should be encouraged to use a variety of forms of communication while learning mathematics. Students also need to communicate their learning using mathematical terminology.

Communication can help students make connections among concrete, pictorial, symbolic, verbal, written and mental representations of mathematical ideas.

Connections [CN]
Contextualization and making connections to experience are powerful processes in developing mathematical understanding. When mathematical ideas are connected to each other through concrete, pictorial, symbolic, verbal, written and mental representations, or through real-world contexts, students can begin to view mathematics as useful, relevant and integrated.

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Learning mathematics within contexts and making relevant connections can validate past experiences and increase student willingness to participate and be actively engaged.

The brain is constantly looking for and making connections. "Because the learner is constantly searching for connections on many levels, educators need to orchestrate the experiences from which learners extract understanding.... Brain research establishes and confirms that multiple, complex and concrete experiences are essential for meaningful learning and teaching."[3]

Estimation and Mental Mathematics [E]
Students need to know the how and when, and what strategy to use, when estimating. Estimation is a strategy for determining approximate values or quantities, usually by referring to benchmarks, or for determining the reasonableness of calculated values. Estimation is used to make mathematical judgements and develop useful, efficient strategies for dealing with situations in daily life.

Mental mathematics is a combination of cognitive strategies that enhances flexible thinking and number sense and enables students to determine answers without paper and pencil. It improves computational fluency by developing efficiency, accuracy and flexibility. Mental mathematics "is the cornerstone for estimation and leads to better understanding of number concepts and number operations."[4]

Problem Solving [PS]
Learning through problem solving should be the focus of mathematics at all grade levels. When students encounter new situations and respond to questions like "*How would you ...?*" or "*How could you ...?*", the problem-solving approach is being modelled. A true understanding of mathematical concepts and procedures is developed when the problems are solved in meaningful contexts and when students develop their own problem-solving strategies by being open to listening, discussing and trying alternatives.

Problem solving is a powerful teaching tool that fosters multiple, creative and innovative solutions. Creating an environment where students openly engage in finding a variety of strategies for solving problems empowers students to explore alternatives and develops confident, cognitive mathematical risk takers.

Reasoning [R]
Students need to develop confidence in their ability to reason and justify their thinking within and outside of mathematics. Mathematical reasoning helps students think logically and make sense of mathematics.

Mathematical experiences in and out of the classroom provide opportunities for inductive and deductive reasoning. Inductive reasoning occurs when students explore and record results, analyze observations, make generalizations from patterns and test these generalizations. Deductive reasoning occurs when students reach new conclusions based on what is already known or assumed to be true.

Technology [T]
Technology contributes to the learning of a wide range of mathematical outcomes and enables students to explore and create patterns, examine relationships, test assumptions and solve problems.

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3. Renate Numella Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain* (Menlo Park, CA: Addison-Wesley Publishing Company, 1991), p. 5.

4. Jack A. Hope et al., *Mental Math in the Primary Grades* (Palo Alto, CA: Dale Seymour Publications, 1988), pp. 161–173.

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Calculators and computers can be used to:

- explore and demonstrate mathematical relationships and patterns
- organize and display data
- assist with calculation procedures as part of problem solving
- decrease the time spent on computations when other mathematical learning is the focus
- reinforce the learning of basic facts and test properties
- develop personal procedures for mathematical operations
- create geometric displays
- simulate situations
- develop number sense.

Visualization [V]
Visualization "involves thinking in pictures and images, and the ability to perceive, transform and recreate different aspects of the visual-spatial world."[5] The use of visualization in the study of mathematics provides students with opportunities to understand mathematical concepts and make connections among them.

Visualization is fostered through the use of concrete materials, technology and a variety of visual representations.

NATURE OF MATHEMATICS

Knowledge and Employability mathematics courses focus on making connections between the components of mathematics and everyday home, workplace and community applications.

Change
To make predictions, students need to describe and quantify their observations, attempt to build patterns and identify those quantities that remain fixed and those that change.

Constancy
Students are expected to communicate ideas visually, using diagrams and spoken and written forms, when describing constancy. The most important properties in mathematics and science relate to those properties that do not change when outside conditions do.

Stability, conservation, equilibrium, steady state and symmetry are terms used to describe constancy.

Students need to be aware of the properties that remain fixed so that they can solve problems involving constants; e.g., rates of change, lines with constant slope, direct variation situations or the angle sums of triangles.

Dimension (size and scale)
The concept of dimension is generally associated with 3-D objects, 2-D shapes or 1-D lines and needs to be developed within an environment of physical objects.

Physical objects can also be described using measurement concepts and pattern recognition, rather than the memorization of formulas.

Number
Number, number systems and number operations are vital to all mathematics learning. The use of number must include number sense. Number sense includes:

- an intuitive feeling about numbers and their multiple relationships
- the construction of the meaning of number through a variety of experiences
- the development of an appreciation of the need for numbers beyond whole numbers
- an appreciation of, and the ability to make, quick and accurate estimations for computation and measurement

5. Thomas Armstrong, *Seven Kinds of Smart: Identifying and Developing Your Many Intelligences* (New York, NY: NAL-Dutton, 1993), p. 10.

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- the ability to detect arithmetic errors
- knowledge of place value and the effects of arithmetic operations.

Number sense includes the recognition of number patterns that can be used to count, make predictions, describe shapes and make comparisons.

Pattern

"Mathematics is an exploratory science that seeks to understand every kind of pattern."[6]

Patterns exist in numbers, geometry, algebra and data. Mathematics becomes a useful tool to assist students in their systematic and intellectual understanding of their environment by helping them recognize, extend, create and use patterns as a routine aspect of their lives.

Quantity

In everyday situations, individuals classify, measure and order. Some outcomes in this program of studies, therefore, address single numbers, numbers attached to units of measure and ordered sets of numbers. Other outcomes address the interpretation of numbers and number systems.

With the growing use of technology to process numerical information, it is essential for students to have a wide range of estimation skills to evaluate whether the numerical output provided by a calculator or a computer is a reasonable solution to a given problem.

Relationships

The study of mathematics is the development of relationships between and among things. Students should look for relationships among physical things and the data used to describe those things. Descriptions of the attributes of objects are used to examine symmetry and congruence and to classify things. Relationships will be described visually, symbolically, orally and in written form.

Shape

Shape in mathematics is central to geometry but also includes:

- geometric representations of algebraic relations
- the geometry of maps
- the creation of networks of plane figures that can be used to construct 3-D objects.

It is very important for students to look for and use similarities, congruences, patterns, transformations, dilatations and tessellations in the solution of a range of everyday problems.

The use of language to describe shapes is an important aspect of mathematics and allows for the classification of objects according to various attributes and for the naming and analysis of objects.

Uncertainty

Uncertainty involves data, chance, measurements and errors. Problems dealing with data, together with numbers found in various contexts, can be solved within the school mathematics program as long as the data provided and the problems posed have some meaning and relevance to students.

Chance deals with the predictable and the unpredictable outcomes of events. From an early age, students are expected to deal with the concept of chance. As they mature, they use language to describe chance that is more sophisticated and that involves the vocabulary of probability theory.

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6. Lynn Arthur Steen, ed., *On the Shoulders of Giants, New Approaches to Numeracy* (Washington, DC: National Academy Press, 1990), p. 8.

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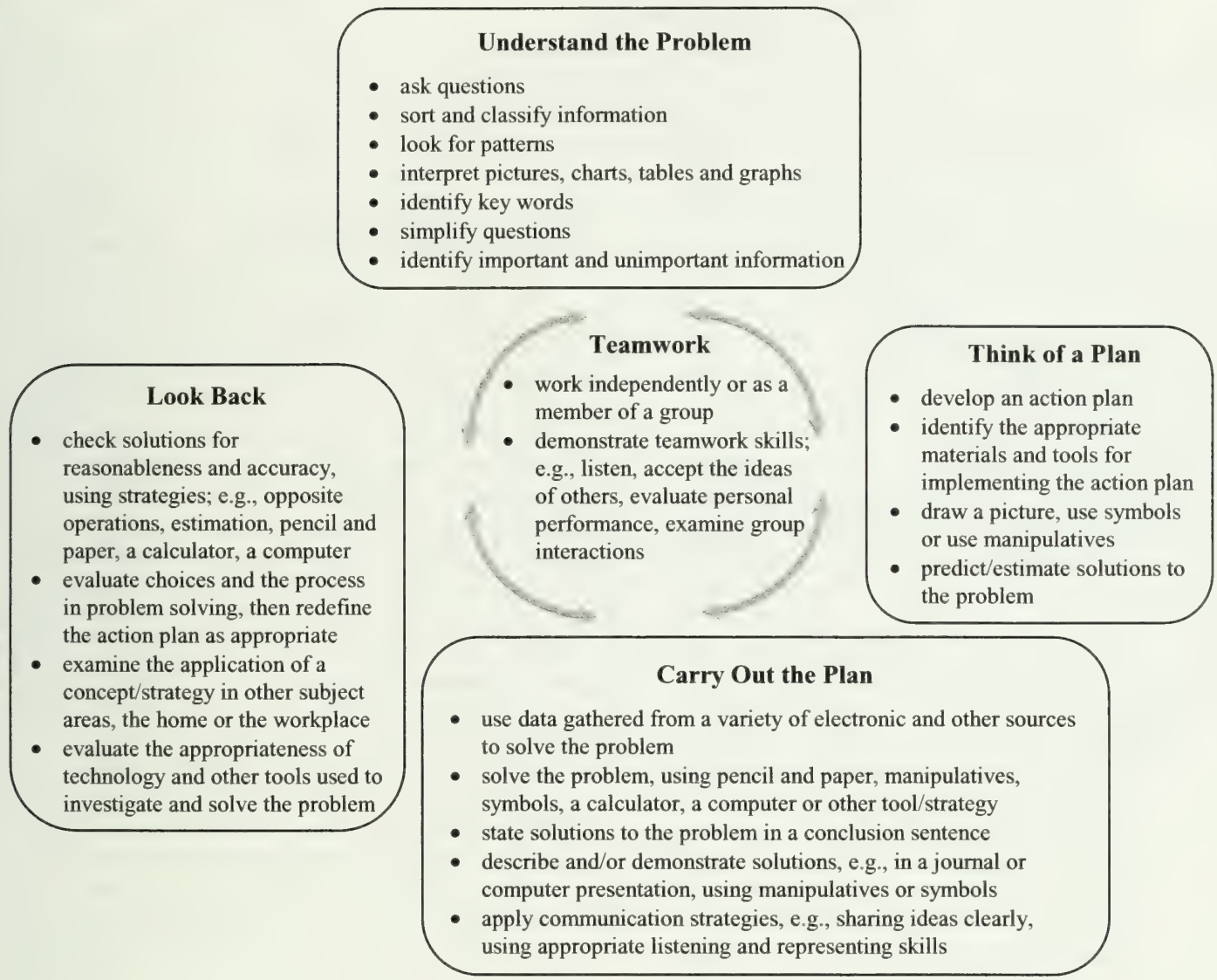
PROBLEM-SOLVING FRAMEWORK FOR KNOWLEDGE AND EMPLOYABILITY MATHEMATICS



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Strand: Number (Number Concepts and Number Operations)

Students will:

- estimate and solve number problems in everyday home, workplace and community contexts, using technology as appropriate
- develop and demonstrate number sense to describe quantities, represent numbers in multiple ways and apply appropriate arithmetic operations
- assess the reasonableness of calculations and problem-solving strategies
- communicate mathematically and investigate the application of number concepts and operations in a variety of career and workplace situations, working individually or as members of a team.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* demonstrate a number sense for whole numbers, common fractions, decimals and percents and apply arithmetic operations to solve problems with whole numbers, fractions, decimals and percents in everyday contexts.	**General Outcome** *Students will:* demonstrate a number sense for whole numbers, common fractions, mixed numbers, decimals, percents and ratios; explore integers; and apply arithmetic operations to solve problems in everyday contexts.
Specific Outcomes *Students will:* 1. use estimation strategies to estimate quantities and read and write numerals and number words to 1 000 000 [C, CN, E, V] 2. compare and order whole numbers [C, CN, R, V] 3. represent an understanding of place value to the hundredths concretely, pictorially and symbolically [C, CN, R, V] 4. recognize, model and describe multiples, factors, composites and primes to 100 concretely, pictorially and symbolically [C, CN, R, V] 5. represent and describe proper fractions, mixed numbers and equivalent fractions concretely, pictorially and symbolically [C, R, V] 6. compare and order proper fractions and decimals to the hundredths [C, R,V] 7. estimate and apply arithmetic operations to whole numbers and decimals to the hundredths in everyday contexts [CN, E, PS, R]	**Specific Outcomes** *Students will:* 1. use estimation strategies to estimate quantities and read and write numerals in the millions [C, CN, E, V] 2. round numbers to the nearest unit, tenth and hundredth [E, R] 3. recognize, model and describe, concretely, pictorially and symbolically: • multiples; e.g., lowest common multiple for pairs of numbers less than 10 • factors; e.g., greatest common factor for pairs of numbers less than 25 • composites • prime factorizations [C, PS, R, T, V] 4. write a whole number: • as an expanded numeral, using powers of 10 • in scientific notation [C, CN, V]

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Grade 8	Grade 9
Specific Outcomes (continued) *Students will:* 8. estimate and apply arithmetic operations to proper fractions with like denominators concretely, pictorially and symbolically [CN, E, PS, R, T] 9. identify decimal equivalents for commonly used fractions, such as halves, quarters and tenths [C, CN, R,V] 10. estimate and apply arithmetic operations to decimals to the hundredths concretely, pictorially and symbolically to solve problems in everyday contexts [C, CN, E, PS, R, T, V] 11. represent and explain the meaning of percentage and the relationship between percentage and decimals concretely, pictorially and symbolically [C, CN, R, V] 12. assess the reasonableness of calculations and problem-solving strategies, using a variety of tools and/or strategies; e.g., estimation, mental mathematics, tables, graphs, calculators and/or computers [CN, E, PS, R, T] 13. estimate and measure temperature and use conversion charts and other tools to compare Celsius and Fahrenheit, as appropriate in everyday experiences [CN, E, PS, R, T] 14. identify common uses of positive and negative numbers, including above/below sea level and temperatures [C, CN, R, V]	**Specific Outcomes** (continued) *Students will:* 5. estimate and apply arithmetic operations to whole numbers and decimals, e.g., 2-digit whole number multipliers and divisors, in everyday contexts [E, PS, R, T] 6. estimate and apply arithmetic operations to proper fractions and mixed numbers with like denominators concretely, pictorially and symbolically [CN, E, PS, T] 7. generate and verify equivalent fractions to solve problems that involve adding and subtracting fractions with unlike denominators [PS, R, T, V] 8. convert among fractions, decimals and percents concretely, pictorially and symbolically [CN, PS] 9. assess the reasonableness of calculations and problem-solving strategies, using a variety of tools and/or strategies; e.g., estimation, mental mathematics, tables, graphs, calculators and/or computers [CN, E, PS, R, T] 10. represent and explain the meaning of rates concretely, pictorially and symbolically [C, CN, R, V] 11. estimate and calculate mean (average) in relation to everyday contexts [C, CN, E, R, V] 12. estimate and calculate percents to solve everyday problems [C, CN, E, PS, R, V] 13. use rates to estimate, calculate and compare prices [C, CN, E, R] 14. compare and order positive and negative numbers, using appropriate tools; e.g., a number line or a thermometer [R, T, V]

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Strand: Patterns and Relations (Patterns and Relationships)

Students will:

- recognize that patterns and relationships exist in nature and everyday living
- use patterns and relationships to develop a better understanding of their environments and to solve everyday problems at home, in the workplace and in the community, using technology as appropriate
- assess the reasonableness of calculations and problem-solving strategies
- communicate mathematically and investigate the application of patterns and relationships in a variety of career and workplace situations, working individually or as members of a team.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* construct, extend and summarize patterns, including those found in nature and within their environments, using rules, charts, mental mathematics, calculators and other strategies/tools.	**General Outcome** *Students will:* use relationships to summarize, generalize and extend patterns to understand the environment and solve everyday problems.
Specific Outcomes *Students will:* 1. identify and describe, in spoken or written form, patterns and relationships in nature and in everyday contexts [C, CN, R, V] 2. represent a rule for a pattern, make predictions using the rule and extend the rule [C, CN, E, R, V]	**Specific Outcomes** *Students will:* 1. identify, describe and summarize, in spoken and written form, patterns and relationships [C, CN, R, V] 2. make predictions based on everyday patterns and use patterns to draw conclusions [CN, E, R] 3. create expressions and rules to describe, complete and extend patterns and relationships [C, CN, PS, R]

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Strand: Patterns and Relations (Variables and Equations)

Students will:

- represent algebraic equations in multiple ways to solve everyday problems, using technology as appropriate
- communicate mathematically and investigate the application of variables and equations in a variety of career and workplace situations, working individually or as members of a team.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* use informal and concrete representations of equality and operations to solve problems in everyday contexts.	**General Outcome** *Students will:* use informal and concrete representations of equality and operations to solve problems in everyday contexts.
Specific Outcomes *Students will:* 3. describe everyday situations, using variables [C, CN, R] 4. represent and explain the meaning of preservation of equality by balancing or using models and diagrams [C, CN, PS, R, V] 5. use pre-algebra strategies to solve equations with one unknown and with whole numbers [PS, R]	**Specific Outcomes** *Students will:* 4. demonstrate and explain how to solve simple problems, using informal algebraic methods [C, CN, PS, R, V] 5. read and graph relationships and draw conclusions in everyday contexts [CN, R, V]

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Strand: Shape and Space (Measurement)

Students will:

- estimate and take accurate measurements using everyday metric (SI) and imperial units of measure
- solve problems, using appropriate measuring devices (i.e., metric [SI] and imperial), strategies and technology in home, workplace and community contexts
- communicate mathematically and investigate the application of measurement knowledge and skills in a variety of career and workplace situations, working individually or as members of a team
- assess reasonableness of calculations and problem-solving strategies.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualizatio(

Grade 8	Grade 9
General Outcome *Students will:* use measurement concepts, appropriate tools and results of measurements to solve problems in everyday contexts.	**General Outcome** *Students will:* use measurement concepts, appropriate tools and results of measurement to solve problems in everyday contexts, including: • perimeter • area • surface area • mass (weight) • volume (capacity) • angle measurements.
Specific Outcomes *Students will:* 1. recognize and explain the meaning of length, width, height, depth, thickness, perimeter and circumference [C, CN, R] 2. estimate and use everyday metric (SI) tools and units to take accurate linear measurements; e.g., millimetre, centimetre, metre, kilometre [E, PS, T] 3. estimate and use everyday imperial tools and units to take accurate linear measurements; e.g., inches, feet, yards, miles [E, PS, T] 4. estimate, measure and calculate the perimeters of quadrilaterals and triangles to solve problems in everyday contexts [CN, E, PS, T]	**Specific Outcomes** *Students will:* 1. use common metric (SI) units and instruments to take accurate measurements of: • length • mass (weight) • volume (capacity) [CN, PS, R, T] 2. use conversion charts, calculators and/or other tools to compare and convert a variety of metric (SI) units [CN, T] 3. use common imperial units and instruments to take accurate measurements of: • length • mass (weight) • volume (capacity) [CN, PS, R, T]

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Grade 8	Grade 9
Specific Outcomes (continued) *Students will:* 5. estimate, measure and calculate the perimeter and area of irregular shapes by dividing them into parts, using manipulatives and diagrams [CN, E, PS, R, T] 6. demonstrate the relationships among the circumference, radius and diameter of circles [CN, R, V] 7. calculate and solve everyday problems that involve mass (weight) and volume (capacity), using metric and imperial units [CN, PS] 8. use concrete objects to relate cm^3 to mL [CN, R, V] 9. use conversion charts, calculators and/or other tools to compare and convert common metric (SI) and imperial linear units, as required in everyday contexts [CN, PS, T] 10. recognize the relationships among seconds, minutes, hours, days, weeks, months, years, centuries and millennia, using a variety of tools; e.g., calendars and technology [CN, R, T] 11. estimate and measure time on 12-hour and 24-hour clocks, using digital and analog timepieces [CN, E, T] 12. convert between hours and minutes and between minutes and seconds, as required in everyday contexts [CN, R]	**Specific Outcomes** (continued) *Students will:* 4. use conversion charts, calculators and/or other tools to compare and convert a variety of imperial units of measure [CN, T] 5. develop, verify and apply rules or expressions for the area of rectangles; e.g., mm^2, cm^2, m^2, km^2 [CN, PS, R] 6. estimate, measure and calculate areas of quadrilaterals and triangles to solve problems in everyday contexts [CN, E, PS, R] 7. design and construct rectangles when given perimeter or area, or both, using a variety of tools; e.g., grids [PS, R, T] 8. estimate, measure and calculate the circumference, radius and diameter of circles to solve problems in everyday contexts [CN, E, R, V] 9. identify, discuss and classify examples of angles in the environment; e.g., right, acute, obtuse, straight or reflex [C, CN, R, V] 10. estimate, measure and draw angles up to 180°, using a protractor or other tools [CN, E, T] 11. add and subtract hours and minutes in everyday applications [CN, T]

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Strand: Shape and Space (3-D Objects and 2-D Shapes)

Students will:

- create, examine and manipulate 3-D objects and 2-D shapes, using technology and other tools as appropriate, at home, in the workplace and in the community
- communicate mathematically and investigate the application of shape and space in a variety of career and workplace situations, working individually or as members of a team.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* use visualization and symmetry to extend their awareness of objects and shapes and solve problems that involve classification and sketching.	**General Outcome** *Students will:* use visualization and symmetry to extend their awareness of objects and shapes and solve problems that involve classification and sketching.
Specific Outcomes *Students will:* 13. identify, classify, describe and construct models of 3-D objects; e.g., rectangular prisms, cubes, cylinders, cones and spheres [C, R, T, V] 14. design and construct nets for 3-D objects [CN, V] 15. recognize and identify, from everyday observations and experiences, points, lines, parallel lines, intersecting lines, perpendicular lines, vertical lines, horizontal lines and line segments [CN, V] 16. identify and illustrate lines of symmetry on quadrilaterals and triangles [V] 17. recognize and label the quadrants on a grid [V] 18. identify and plot points in the first quadrant of a coordinate grid, using ordered pairs [C, PS, R, V] 19. reproduce a given geometric drawing on grid paper [R, V]	**Specific Outcomes** *Students will:* 12. classify and construct 3-D objects, using a variety of tools and strategies [C, R, T, V] 13. sketch 3-D objects and skeletons with and without grids [PS, T, V] 14. sort quadrilaterals and regular polygons according to the number of lines and symmetry [V] 15. relate reflections to lines and planes of symmetry [CN, V] 16. draw and classify triangles according to the measurements of their angles; e.g., acute, obtuse, scalene [C, CN, V] 17. use scale to reproduce a 2-D shape [R, V]

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Strand: Shape and Space (Transformations)

Students will:

- enhance their understanding of objects, shapes and motion in their everyday lives
- perform, create and examine transformations to become aware of shapes and objects.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* describe motion in terms of slides (translation), turns (rotation) or flips (reflection) and use coordinates to describe and create 2-D shapes, including tessellations.	**General Outcome** *Students will:* create and examine patterns and designs that incorporate symmetry, tessellations, translations and reflections.
Specific Outcomes *Students will:* 20. recognize and describe motion as a slide (translation), a turn (rotation) or a flip (reflection) [C, V] 21. identify and describe tessellations found in the environment that are created with regular and irregular shapes [C, CN, T, V] 22. create tessellations, using regular and irregular shapes [CN, T, V]	**Specific Outcomes** *Students will:* 18. create, examine and describe designs, using translations (slides), reflections (flips) and rotations (turns) [C, T, V] 19. trace a path, given in oral or written instructions, and write or describe instructions for a given path [C, CN, PS, R, V] 20. draw designs and determine locations in the first and second quadrants of a coordinate grid, using ordered pairs [C, PS, R, V]

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Strand: Statistics and Probability (Collecting and Analyzing Information)

Students will:

- collect and/or generate and display data and other information related to home, workplace and community applications, using technology as appropriate
- interpret, examine and maintain data, charts, graphs and other records for personal and/or workplace use
- apply probability and chance to make predictions when planning and making everyday decisions.

C Communication
CN Connections
E Estimation and Mental Mathematics
PS Problem Solving
R Reasoning
T Technology
V Visualization

Grade 8	Grade 9
General Outcome *Students will:* implement a plan for collecting, displaying and examining information and data gathered from appropriate sources within everyday contexts.	**General Outcome** *Students will:* develop and implement a plan for collecting, displaying and examining data and information used in everyday applications.
Specific Outcomes *Students will:* 1. identify appropriate information/data sources; i.e., first-hand, second-hand and combinations [R] 2. use a variety of strategies to interpret information from prepared graphs and/or charts; e.g., • read axis and column subheadings and text under, beside or above • compare and examine pictures, bars, lines, symbols or markers • find trends or patterns • discuss information with classmates or others for clarification • reread to connect information in graphs and charts to surrounding and/or other information [C, CN, E, PS, R, V] 3. make predictions based on information and data [R] 4. develop and communicate appropriate conclusions and discuss the reasonableness of data and results [C, R]	**Specific Outcomes** *Students will:* 1. read, interpret and communicate information represented in graphs, charts and other collection tools [C, CN, R] 2. collect, organize and display data and information, by hand and/or using technology, in a variety of ways; e.g., tables, charts, bar or line graphs, frequency diagrams, broken-line graphs [C, CN, T, V] 3. make conclusions and predictions based on data and information analysis [CN, R] 4. examine sets of data, draw conclusions and make comparisons [C, CN, R] 5. determine trends by identifying and examining extremes, gaps or clusters in a set of data [R] 6. examine the distribution of a set of data, using smallest and largest value, frequency, value in the middle and patterns [CN, PS, R, T] 7. use appropriate vocabulary, related to the home or workplace, to discuss and examine data; e.g., probable/improbable, equally likely/less likely/more likely, best/worst [C, CN]

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Grade 8	Grade 9
Specific Outcomes (continued) *Students will:* 5. gather, organize and display information and data, using a variety of organizers/methods; e.g., journals, diagrams, charts, lists, graphs, spreadsheets, rank ordering and/or frequency charts [C, T, V] 6. examine and discuss the results of simple probability experiments/experiences [C, E, PS, R] 7. demonstrate and/or discuss that different outcomes may occur when repeating the same experiment and/or everyday activity [C, PS, T]	**Specific Outcomes** (continued) *Students will:* 8. manipulate data in everyday applications, at home or in the workplace, by selecting appropriate tools such as spreadsheets [C, CN, T]

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KNOWLEDGE AND EMPLOYABILITY SCIENCE GRADES 8 AND 9

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

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Aboriginal Perspectives and Experiences
For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections
Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections
Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

The Information and Communication Technology (ICT) curriculum is infused throughout the Knowledge and Employability courses, including the use of computers and other technology, to support the instruction of technology within an applied context.

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ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Policy 1.4.2* and in the *Information Manual for Knowledge and Employability Courses, Grades 8–12*, 2006.

RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY SCIENCE

Knowledge and Employability science courses focus on developing and applying essential science skills, knowledge and attitudes needed for everyday living at home, in the workplace and in the community. Science competencies are developed through the investigation of science-related problems, questions and issues and through everyday applications that help students understand and appreciate the role of science in society.

Knowledge and Employability science courses emphasize career and life skills, teamwork, communication skills and thinking processes. Each grade level is developed within a scientific-inquiry framework, emphasizing problem-solving and decision-making skills based on students' abilities and everyday applications.

Diverse learning experiences within science courses provide students with opportunities to explore, examine and appreciate the interrelationships among science, technology, society and the environment. These learning experiences also develop understandings that will affect the lives of students at home, in the workplace and in the community.

2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

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SCIENCE FOUNDATIONS

Knowledge and Employability science courses promote the development of the four foundations of science.

Foundation 1: Science, Technology and Society (STS)
Students will explore their everyday home, workplace and community environments, gather information, develop ideas and use technology and other tools to make decisions about their personal lives. Students will recognize the influence of science on decision making by individuals, communities and society.

Foundation 2: Knowledge
Students will investigate theories, models, concepts, processes and principles in life science, physical science and Earth and space science, with an emphasis on application to everyday living.

Foundation 3: Skills
Students will develop skills in scientific communication and teamwork, initiating and planning, performing and recording, and analyzing and interpreting to answer questions, solve problems and make decisions in their everyday lives.

Foundation 4: Attitudes
Knowledge and Employability science courses emphasize the development of positive attitudes and behaviours related to collaboration, mutual respect, safety and stewardship in everyday living.

GOALS

The principal goal of the Knowledge and Employability science courses is to develop science competencies to assist students in becoming contributing members of society and independent and lifelong learners. These competencies include:

- communication and teamwork skills for use in collaborative group work
- attitudes that enable the responsible use of knowledge and skills
- the selection and application of appropriate science skills, tools and strategies to understand and interpret the world
- the exploration of interests and ideas, using appropriate problem-solving and decision-making strategies
- the application of science understandings, skills and attitudes to everyday life/work situations.

UNITS OF STUDY

When science components are organized into appropriate contexts, students can use their knowledge to solve problems and make decisions in relation to their everyday experiences.

The units of study provide the contexts within which the skills, attitudes, knowledge and science, technology and society (STS) outcomes are developed, based on students' abilities and everyday living at home, in the workplace and in the community.

Each unit of study has focusing questions to provide direction for inquiry. Specific outcomes include key concepts.

Examples
Many of the outcomes are supported by examples. The examples **do not form part of the required program** but are provided as an illustration of how the outcomes might be developed. Illustrative examples are written in *italics* and are separated from the outcomes by being placed in parentheses.

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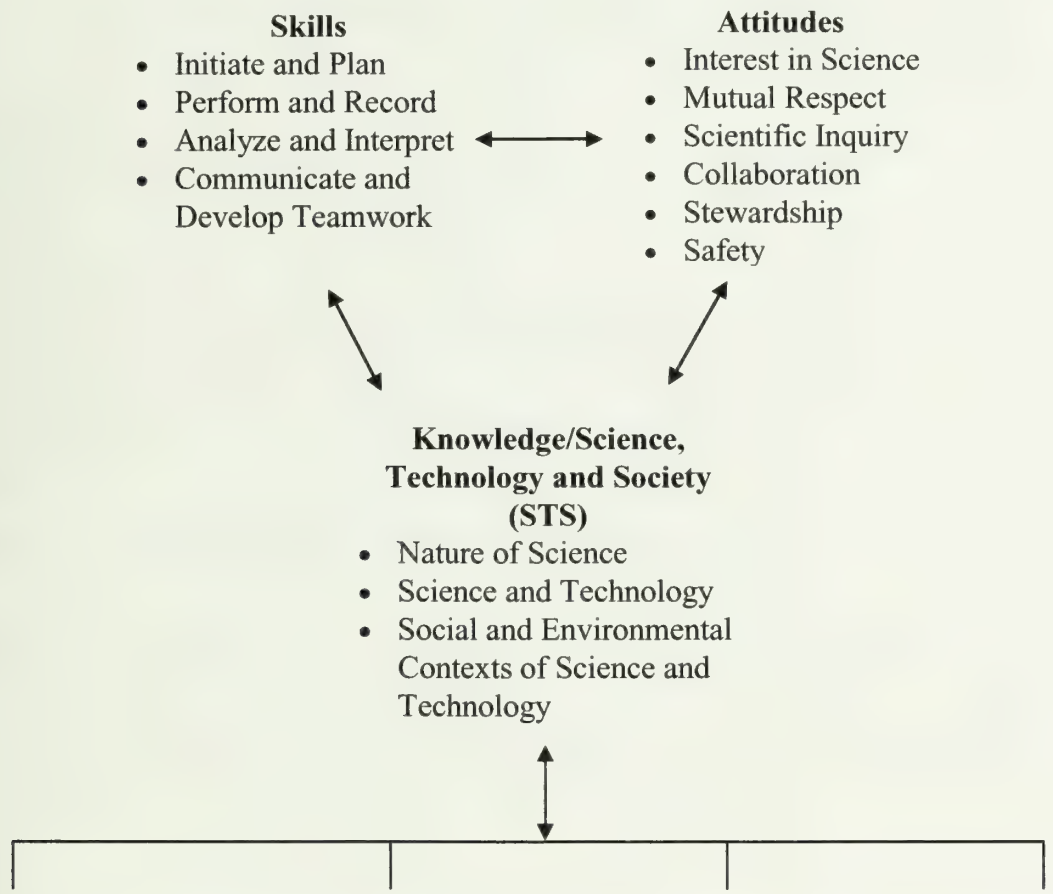
KNOWLEDGE AND EMPLOYABILITY SCIENCE

Knowledge and Employability science provides basic science literacy. The courses promote awareness, understanding and the development and application of science skills, knowledge and attitudes for successful living at home, in the workplace and in the community.



Units of Study: Contexts for Developing Knowledge, Skills and Attitudes

Grade 8
Mix and Flow of Matter
Cells and Systems
Light and Optical Systems
Mechanical Systems
Freshwater and Saltwater Systems

Grade 9
Biological Diversity
Matter and Chemical Change
Environmental Chemistry
Electrical Principles and Technologies
Space Exploration

Science 10-4
Investigating Properties of Matter
Understanding Energy Transfer Technologies
Investigating Matter and Energy in Living Systems
Investigating Matter and Energy in Environmental Systems

Science 20-4
Applications of Matter and Chemical Change
Understanding Common Energy Conversion Systems
Disease Defence and Human Health
Motion, Change and Transportation Safety

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GRADE 8

Unit A: Mix and Flow of Matter (Science and Technology Emphasis)

Overview

The materials that we use—including natural and manufactured ones—often take the form of fluids. Students learn that such diverse substances as air, natural gas, water and oil are fluids. They learn that the properties of individual fluids are important to their use, including such properties as density, buoyancy, viscosity and the fluid's response to changes in temperature and pressure.

Focusing Questions

1. What are fluids?
2. What are the properties of fluids?
3. How do we use, handle and safely dispose of fluids in our daily lives?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- WHMIS and household safety symbols
- pure substances, mixtures and solutions
- concentration
- buoyancy
- properties of fluids
- viscosity and flow rate
- density
- pressure

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate and describe fluids used in technological devices and everyday materials
   - list common examples of fluids found in the home and in technological devices, living things and natural environments *(e.g., air, water, oil, paint, blood)*
   - identify the Workplace Hazardous Materials Information System (WHMIS) and household safety symbols for labelling substances and describe the safety precautions to follow when handling, storing and disposing of substances

2. investigate and describe the composition of fluids and interpret the behaviour of materials in solution
   - distinguish between pure substances and mixtures, using common examples
   - investigate the solubility of different substances and describe how solutions can have different concentrations

3. investigate and compare the properties of gases and liquids and relate variations in their viscosity, density and buoyancy
   - investigate the effects of changes in temperature and viscosity on flow rates
   - conduct investigations on the properties of fluids
   - compare the densities of materials and explain how the differences in density of solids, liquids and gases affect buoyancy
   - identify that pressure is a force per unit area
   - describe applications of fluid pressure in everyday situations *(e.g., water pressure in hoses and air pressure in tires)*

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4. identify and describe technologies based on properties of fluids
   - describe technologies based on flow rate and viscosity *(e.g., appropriate use of motor oils in different seasons, ketchup and mustard squeeze bottles)*
   - describe how fluids are transported from one place to another *(e.g., oil and gas pipelines, pumps)*.

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to resolve problems, investigate issues and/or complete experiments, using appropriate technology at home, in the workplace and in the community

- identify practical problems *(e.g., how boats can be used to transport materials)*
- identify prior knowledge and determine information gaps *(e.g., use a K–W–L chart)*
- state a prediction to guide an investigation
- conduct an experiment and identify the major variables *(e.g., apply a known procedure to measure the solubility of different substances)*.

Performing and Recording

Students will:

apply science-related performing and recording skills to investigate problems, questions and issues; perform experiments; and record information, using appropriate technology, at home, in the workplace and in the community

- identify the variables to be examined in an investigation or experiment
- identify information and sources that may be inaccurate, incomplete and/or biased
- conduct procedures, controlling the major variables *(e.g., conduct a test to compare the viscosity of different fluids)*
- use instruments effectively and accurately to collect data (*e.g., measure the volume of a given sample of liquid)*
- use materials and apparatus safely *(e.g., wear safety goggles during investigations of solution properties)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., demonstrate the use of a chart or database for organizing information)*.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to investigations/experiments and assess personal and group performance, using appropriate technology, at home, in the workplace and in the community

- identify patterns and relationships in information
- identify and suggest explanations for discrepancies in data *(e.g., explain a loss in the volume of a liquid by identifying such factors as evaporation or absorption by a filtering material)*
- identify new questions and problems that arise from what was learned (*e.g., "What techniques are used to dispose of motor oil?")*.

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- communicate questions, ideas, plans and results, using a variety of strategies *(e.g., speaking and/or writing, lists, notes in point form, data tables, graphs, drawings, computer technology, presentations)*
- communicate a position on an issue or problem, based on personal/group findings
- work cooperatively with team members to develop and conduct a plan and to troubleshoot problems as they arise.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., repeat, at home, a science investigation conducted at school)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness that knowledge of fluid characteristics has developed in many societies and cultures, including Aboriginal cultures)*
Scientific Inquiry	• use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., regularly repeat measurements or observations to increase the precision of evidence)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., assume responsibility for their share of work when preparing for investigations and when gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., wear proper safety attire without being reminded).*

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Unit B: Cells and Systems (Nature of Science Emphasis)

Overview

Living things take a variety of forms, as reflected in their structures, internal processes and ways of responding to their environments. Finding patterns within this diversity has been a major challenge in the biological sciences and has led to the development of ideas regarding systems, cells, structures and functions. Using these ideas, students learn to interpret life at a variety of levels, from individual cells to complex organisms. To develop their understanding, students investigate ways that components of a living system work together and, through these studies, learn that healthy organisms—including healthy humans—function as balanced systems within a life-supporting environment.

Focusing Questions

1. What are the systems of the body and how do they work together?
2. How are human body systems similar to and different from other organisms?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- organisms
- cells
- organs
- tissues
- systems
- structure and function

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate living things and identify ideas used to interpret their general structure, function and organization
   - define organism and give examples
   - apply the concept of system when describing familiar organisms and examine their general structure and function
   - illustrate and explain how different organisms have similar functions that are met in a variety of ways *(e.g., recognize food gathering as a common function of animals and note a variety of food-gathering structures)*

2. investigate and describe the role of cells within living things
   - describe the role of the cell as a basic unit of life
   - describe similarities and differences between single-celled and multicelled organisms *(e.g., compare, in general terms, an amoeba and a grizzly bear)*
   - distinguish between plant and animal cells *(e.g., distinguish between cell walls and cell membranes)*
   - examine plant and animal structures and identify contributing roles of cells, tissues and organs

3. interpret the healthy function of human body systems and describe ways the body reacts to internal and external stimuli
   - describe, in general terms, the functions of the different body systems *(e.g., the respiratory, digestive and excretory systems)*
   - identify and describe the roles of organs and tissues in supporting the healthy functioning of the human body *(e.g., the role of the lungs in exchanging oxygen and carbon dioxide)*
   - describe how to maintain healthy body systems *(e.g., the impact of exercise on the heart and lungs)*

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4. describe areas of scientific investigation leading to new knowledge about body systems and to new medical applications
    - describe ways in which research about cells, organs and systems has brought about improvements in human health and nutrition *(e.g., development of medicines, diets based on the needs of organs such as the heart)*
    - investigate factors that affect the healthy functioning of the human respiratory, circulatory and digestive systems *(e.g., investigate the effect of illness, aging or air quality on the function of the respiratory system).*

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about relationships among observable variables at home, in the workplace and in the community

- identify questions to investigate (*e.g., identify questions that arise from their own observations of plant and animal diversity)*
- develop definitions of major variables and other aspects of their investigations *(e.g., define body systems in terms of their functions).*

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- use instruments, including microscopes, effectively and accurately to collect data *(e.g., use a microscope to produce a clear image of a cell)*
- observe and record data and produce simple line drawings *(e.g., draw cells and organisms)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., compare the structure of two or more organisms, using charts and drawings).*

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to assess possible explanations at home, in the workplace and in the community

- identify the strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare methods of measuring heart rate)*
- identify and suggest explanations for discrepancies in data *(e.g., explain variations in heart rate, in the same individual, at different points in the day)*
- compile and display data in a variety of formats, including diagrams, flow charts, tables and graphs *(e.g., prepare charts that compare the structures of different organisms)*
- identify new questions that arise from what was learned.

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- communicate questions, ideas, plans and results, using a variety of strategies *(e.g., speaking and/or writing, lists, notes in point form, data tables, graphs, drawings, computer technology, presentations)*
- work cooperatively with team members to develop and conduct a plan and troubleshoot problems as they arise *(e.g., prepare a presentation on the digestive system)*
- receive, understand and incorporate the ideas of others *(e.g., use an agreed-upon procedure for preparing diagrams and charts)*
- evaluate individual and group processes used in planning, problem solving and decision making and when completing a task.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., explore media on topics related to the diversity of living things and the maintenance of health)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., recognize that a wide range of people working in different fields have contributed to scientific and medical knowledge)*
Scientific Inquiry	• use scientific methods to carefully gather evidence when investigating problems and issues
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., assume responsibility for their share of work when preparing for investigations and when gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., show interest in the health of individuals in their family and community)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., wear proper safety attire without being reminded).*

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Unit C: Light and Optical Systems (Nature of Science Emphasis)

Overview

Our understanding of the world is largely based on what we see—both directly and aided by optical devices that improve and extend our vision. Such tools as the microscope and telescope have helped extend knowledge in a variety of science fields, from the study of cells and stars to studies of the nature of light itself. In learning about light, students investigate its interactions with different materials and interpret its behaviour.

Focusing Questions

1. What do we know about the nature of light?
2. What technologies have been developed that use light, and what principles of light do they show?
3. What changes have taken place in lighting systems over the past two generations?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- sources of light
- microscopes and telescopes
- contribution of optical technologies to daily living
- vision and lenses
- reflection and refraction
- transmission and absorption
- images
- imaging technologies

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate the nature of light and the role of optical systems in our lives
   - describe what light is and how it travels
   - identify various natural and artificial sources of light *(e.g., the sun, stars, light bulb)*
   - investigate the effects of light and lenses on images, using microscopes, telescopes and other optical devices

2. investigate the transmission of light
   - describe how light is reflected, refracted, transmitted and absorbed
   - investigate how various materials reflect, refract, transmit and absorb light

3. investigate and examine the science of image formation and vision and related technologies
   - describe, in general terms, how concave and convex lenses function
   - describe how the human eye and a camera are similar
   - compare the human eye to other organisms
   - investigate the development of new technologies to enhance human vision *(e.g., laser surgery)*
   - investigate emerging technologies for storing and transmitting images in digital form *(e.g., digital cameras, infrared imaging).*

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Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about relationships among observable variables and conduct investigations to address those questions at home, in the workplace and in the community

- identify questions to investigate *(e.g., ask about the role eyeglasses play in improving vision)*
- conduct an experiment and identify the major variables
- state a prediction based on background information or an observed pattern of events
- formulate definitions of major variables and other aspects of their investigations.

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- conduct procedures, controlling the major variables
- observe and record data and produce simple line drawings *(e.g., produce a drawing of the path of a light beam toward and away from a mirror)*
- use instruments effectively and accurately to collect data
- organize data, using a format that is appropriate to the task *(e.g., demonstrate the use of a chart or spreadsheet for organizing data)*
- use tools and apparatus safely.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to assess possible explanations at home, in the workplace and in the community

- identify the strengths and weaknesses of different methods of collecting and displaying data
- state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea *(e.g., write a conclusion based on the refraction of light through different media)*
- identify new questions that arise from what was learned *(e.g., ask questions about new technologies for improving human vision).*

Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- receive, understand and act on the ideas of others
- summarize their findings in an appropriate manner.

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Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., seek information from a variety of sources)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show an awareness of and respect for the research, care and craftsmanship involved in developing the means to enhance human vision)*
Scientific Inquiry	• use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., ask questions to clarify meaning or to confirm their understanding)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., consider alternative ideas and interpretations suggested by members of the group)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., recognize that light can contribute to light pollution)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., select safe methods of using optical devices).*

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Unit D: Mechanical Systems (Science and Technology Emphasis)

Overview

Machines are used for many purposes in our daily lives when we need to transfer energy into motion or move materials in a controlled way. In learning about mechanical devices, students investigate how components are linked so that energy is transferred efficiently and desired functions are performed. A comparison of past and present technologies helps students recognize that different approaches have been used over time to meet common needs. Evaluations of efficiency, effectiveness and impacts on daily life, the community and the environment are important considerations in this unit.

Focusing Questions

1. What mechanical systems do we use every day?
2. How do mechanical systems affect our everyday lives?
3. How do mechanical systems relate to the human body?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- systems
- design and function
- simple machines
- work and energy
- mechanical advantage

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. demonstrate the development of science and technology by describing and comparing mechanical devices that have been improved over time
   - identify the source of energy for some familiar mechanical devices
   - investigate and provide examples of mechanical devices used in the past to meet particular needs *(e.g., describe and interpret devices developed to move water or be moved by water, such as the Persian wheel, mill wheel)*
   - investigate how a common need has been met in different ways over time *(e.g., development of different kinds of lifting devices)*
   - investigate how trial and error and scientific knowledge both play a role in technological development *(e.g., development of aircraft)*

2. examine simple machines by describing the structures, functions and component parts of the overall system
   - identify and classify a variety of simple, everyday machines and mechanical systems, including those of traditional Aboriginal societies, such as travois and teepees
   - identify and classify a variety of simple machines (levers), using fulcrum, load and force
   - identify linkages and power transmissions in mechanical devices and describe their general function *(e.g., identify the purpose and general function of gear systems within a mechanical device)*
   - recognize that mechanical systems are a combination or modification of one or more simple machines
   - identify the relationship between the design and function of simple machines and mechanical systems
   - describe the mechanical advantage of using simple machines
   - identify the sources of energy (*e.g., humans, batteries, electricity)* for familiar mechanical devices

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3. investigate and describe the transmission of force and energy between parts of a mechanical system
   - describe how simple machines and mechanical systems provide a mechanical advantage and influence speed and force
   - recognize that work is measured in joules
   - investigate a common mechanical device *(e.g., bicycle, vacuum cleaner, water pump)*

4. examine the social and environmental contexts of science and technology, as they apply to the development of mechanical devices
   - apply a set of criteria to evaluate a given mechanical device
   - examine the design and function of a mechanical device in relation to its efficiency and effectiveness
   - illustrate how technological development is influenced by advances in science.

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables and conduct investigations to address those questions at home, in the workplace and in the community

- identify practical problems *(e.g., identify how the efficiency of a mechanical device impacts its output)*
- identify questions to investigate arising from practical problems *(e.g., "How can the efficiency of a mechanical device be improved?")*
- apply methods and tools for collecting data to solve problems.

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- research information relevant to a given problem
- collect relevant information from various print and electronic sources
- construct and test simple machines
- organize data, using a format that is appropriate to the task
- use materials and apparatus safely.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to assess possible explanations at home, in the workplace and in the community

- identify and correct the practical problems of simple machines *(e.g., adjust a pulley system to lift a load)*
- evaluate designs and prototypes in terms of function, reliability, safety, efficiency and impact on the environment *(e.g., pulley hoist system, such as window blinds).*

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- use specific language that is scientifically and technologically appropriate *(e.g., use such terms as system, component and function when describing a mechanical system)*
- communicate questions, ideas, plans and results, using a variety of strategies *(e.g., speaking and/or writing, lists, notes in point form, data tables, graphs, drawings, computer technology, presentations)*
- work cooperatively with team members to develop and conduct a plan and to troubleshoot problems as they arise.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., investigate examples of mechanical devices in their home and community)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., appreciate that different approaches to problems lead to different solutions)*
Scientific Inquiry	• use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., report the limitations of designs of simple machines)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., accept various roles within a group, including leadership)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., consider the impacts of simple machines on society and the environment)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., manipulate materials carefully, using skills learned in class or elsewhere).*

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Unit E: Freshwater and Saltwater Systems (Social and Environmental Contexts Emphasis)

Overview

Earth is sometimes described as the water planet: over two-thirds of Earth's surface is covered by oceans and freshwater features. By exploring examples of aquatic systems, students come to appreciate the dynamic nature of these systems and learn about the interaction of landforms, sediments, water and climate. Students also investigate factors that affect the distribution and health of living things in aquatic environments and the supply and quality of water for human use.

Focusing Questions

1. What are the characteristics of freshwater and saltwater systems?
2. How do freshwater and saltwater systems affect us, other organisms and our land?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- water quality
- evaporation and distillation
- climate
- erosion and deposition
- stream characteristics
- glaciers and icecaps
- adaptations to aquatic ecosystems

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. describe the distribution and characteristics of water in local and global environments and identify the significance of water supply and quality to the needs of humans and other living things
   - describe, in general terms, the distribution of water in Alberta, Canada and the world
   - distinguish an aquatic ecosystem from other types of ecosystems
   - compare adaptations of organisms to freshwater and saltwater ecosystems
   - recognize that fresh water and salt water contain varying amounts of different substances
   - describe, in general terms, how fresh water can be generated from salt water by using evaporation and distillation
   - test and compare the water quality of various samples from the area

2. investigate the linkages among landforms, water and climate
   - investigate and describe the water cycle
   - investigate, describe and illustrate the characteristics of a stream
   - describe wave erosion and wave deposits
   - identify evidence of glacial action and examine factors affecting the growth and attrition of glaciers and polar icecaps *(e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield)*
   - relate climate and weather to glaciers, icecaps and water supply

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3. examine factors affecting productivity and species distribution in marine and freshwater environments
   - investigate life forms found in fresh water and salt water and identify examples of adaptations to these environments *(e.g., describe examples of fish and invertebrate species found in a local freshwater environment)*
   - investigate examples of seasonal, short-term and long-term change in populations of living things found in aquatic environments
   - examine the relationship between water quality and living things

4. examine human impacts on aquatic systems and identify the roles of science and technology in addressing related questions, problems and issues
   - examine human water uses
   - investigate the human impact on the supply and quality of water *(e.g., identify pollutants in ground water and surface water systems resulting from domestic and industrial use)*
   - investigate the human impact on the distribution of freshwater and saltwater organisms
   - identify current practices and technologies that improve water quality *(e.g., research alternatives for ensuring safe water supplies)*
   - provide examples of problems that cannot be solved through the use of technology alone *(e.g., pollution, bacteria, retreating of the ice fields).*

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- identify science-related issues and problems
- identify questions to investigate, arising from science-related issues
- select appropriate methods and tools for collecting relevant data and information *(e.g., conduct a search, using a wide variety of electronic sources).*

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- research information relevant to a given issue
- select and integrate information from two sources.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to assess possible explanations at home, in the workplace and in the community

- apply given criteria to evaluate evidence and sources of information
- interpret patterns in data and explain relationships among the variables *(e.g., predict future stocks of fish based on long-term data).*

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas and procedures at home, in the workplace and in the community

- use appropriate vocabulary, including science and technology terminology, to communicate ideas and procedures
- communicate questions, ideas, plans and results, using lists, notes in point form, data tables, graphs, drawings and oral language *(e.g., create a concept map linking the different stages of the water cycle)*
- evaluate individual and group processes used in problem solving and decision making and when completing a task.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., express an interest in conducting scientific investigations; take an interest in media reports on environmental issues)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for the contributions of indigenous peoples to knowledge of the environment)*
Scientific Inquiry	• use evidence when evaluating approaches to investigations, problems and issues *(e.g., consider observations and ideas from a number of sources before drawing conclusions)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., share observations with members of a group and consider alternative ideas suggested by group members)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., consider immediate and long-term consequences of personal and group actions)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., manipulate materials carefully, using skills learned in class or elsewhere).*

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GRADE 9

Unit A: Biological Diversity (Social and Environmental Contexts Emphasis)

Overview

Biological diversity is reflected in the range of species found in local and global environments and by subtle variations in characteristics found within individual species. In this unit, students learn that diversity is maintained through natural processes of sexual and asexual reproduction, though the survival of individual species—and variations within those species—may be influenced by ecological and human-caused factors. Students examine trends toward loss of diversity and examine related issues concerning environmental quality and the impact of technologies.

Focusing Questions

1. What is biological diversity?
2. How are humans similar to and different from other organisms?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- biological diversity
- species
- habitat
- populations
- natural and artificial selection
- inheritance
- diversity within and among species
- niches
- asexual and sexual reproduction

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate and examine diversity within and among species, the importance of diversity and the various environments in which species live
   - investigate biological diversity within and among species, including humans
   - define community, population, habitat and niche and relate them to diversity within and among species
   - recognize that species are dependent on others and their environment

2. examine the nature of reproductive processes and their role in transmitting species characteristics
   - distinguish between asexual and sexual reproduction and identify examples of asexual reproduction *(e.g., fission in the amoeba, budding in the hydra)* and sexual reproduction *(e.g., cross-fertilization in seed plants, sexual reproduction in mammals)*
   - examine how inherited traits influence diversity and survival within and among species
   - distinguish those characteristics that can be inherited from those that cannot (*e.g., recognize that eye colour is inherited but scars are not)*
   - identify and distinguish between examples of natural and artificial selection *(e.g., evolution of beak shapes in birds versus development of milk production in dairy cows)*

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3. identify impacts of human action on species survival and on variations within species
   - investigate human impact on diversity *(e.g., agriculture and habitat destruction)*
   - examine ongoing changes in biological diversity through loss of habitat and the extinction of species *(e.g., investigate the effect of changing land use on the survival of wolf or grizzly bear populations)*
   - examine local and global strategies for minimizing loss of species *(e.g., breeding of endangered populations in zoos).*

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- examine science-related issues
- examine questions arising from science-related issues
- state a prediction, based on background information or an observed pattern of events.

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- observe and record data and produce simple line drawings *(e.g., compare two related plants by measuring, describing and drawing them)*
- research information relevant to a given issue.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to develop and assess possible explanations at home, in the workplace and in the community

- interpret patterns in data and explain relationships among the variables *(e.g., examine data on changing animal populations)*
- apply given criteria to evaluate evidence and sources of information.

Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate procedures and results at home, in the workplace and in the community

- communicate questions, ideas, plans and results, using lists, notes in point form, data tables, graphs, drawings, oral language and other means
- evaluate individual and group processes used when investigating an issue.

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Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., select and explore media on topics related to species diversity)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness that the scientific study of changing animal and plant populations can arise from a variety of global needs, involving many individuals and organizations)*
Scientific Inquiry	• value and use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., consider ideas and perceptions critically, recognizing that the obvious is not always correct)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., use active listening, paraphrasing and questioning skills to understand other points of view)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., minimize environmental impacts during studies by avoiding sampling that will affect a plant or an animal population)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., follow safety procedures in outdoor investigations).*

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Unit B: Matter and Chemical Change (Nature of Science Emphasis)

Overview

Different materials have different properties. In this unit, students are introduced to the formal study of chemical substances through laboratory investigations and introductory studies of chemical theory. In the laboratory, students observe and compare chemical substances and, following safety procedures, investigate the properties of materials and the ways they interact. In conjunction with these studies, students are introduced to ideas about elements and compounds and corresponding structural ideas about atoms and molecules. A general introduction to the periodic table, to chemical nomenclature and to simplified ways of representing chemical reactions is included.

Focusing Questions

1. What are the properties of materials?
2. What evidence do we have of chemical change?
3. What safety standards are required when handling common household and workplace chemicals?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- Workplace Hazardous Materials Information System (WHMIS)
- atoms and molecules
- elements and compounds
- reactants and products
- periodic table
- chemical nomenclature (introductory treatment)

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate materials and describe them in terms of their physical and chemical properties
   - identify and compare Workplace Hazardous Materials Information System (WHMIS) and household safety symbols
   - relate WHMIS and household safety symbols to safety in the classroom, home and workplace *(e.g., recognize that mixing chemicals at home and in the workplace may result in safety hazards, such as harmful fumes or high temperatures)*
   - identify that all matter is made of atoms and molecules
   - distinguish between elements and compounds
   - describe and classify materials based on their composition and properties, including:
     - distinguishing between pure substances, solutions and mechanical mixtures
     - distinguishing between metals and nonmetals

2. describe patterns in chemical reactions
   - identify potentially harmful reactions
   - describe evidence of chemical change in reactions between familiar materials, by:
     - describing combustion and corrosion
     - observing various chemical reactions
   - describe the main differences between physical and chemical changes *(e.g., change of state, the creation of odour, new products, and temperature change)*

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3. describe ideas used when interpreting the chemical nature of matter
   - apply the particle model of matter to explain the states of matter
   - recognize the periodic table as a tool used to display and organize elements according to their properties *(e.g., metals and nonmetals, reactivity)*
   - describe the parts of an atom *(e.g., neutrons, protons and electrons)*

4. apply simplified chemical nomenclature when describing elements, compounds and chemical reactions
   - identify reactants and products in simple chemical reactions
   - write word equations for common chemical reactions that produce water, table salt, rust, oxygen and carbon dioxide
   - describe familiar chemical reactions by using word equations and chemical formulas and by constructing models of reactants and products *(e.g., describe combustion reactions, such as carbon + oxygen = carbon dioxide [$C + O_2 = CO_2$])*.

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- define questions and problems to facilitate investigations
- state a prediction, based on background information or an observed pattern of events.

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- conduct procedures, controlling the major variables
- use appropriate methods and tools to collect data and information to solve problems *(e.g., conduct a search for information about chemical elements, using appropriate print and electronic sources)*
- observe and record data and produce simple drawings *(e.g., study a molecule and represent it through a drawing)*
- demonstrate knowledge of WHMIS standards by using proper techniques for the storage, handling and disposal of laboratory materials
- research information relevant to a given question *(e.g., research properties of materials)*.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to develop and assess possible explanations at home, in the workplace and in the community

- display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables and bar graphs
- identify discrepancies in data
- state a conclusion, based on experimental data
- identify new questions and problems that arise from what was learned.

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- receive, understand and act on the ideas of others *(e.g., follow given safety procedures)*
- evaluate individual and group processes used in planning and conducting investigative tasks.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., express a degree of satisfaction at understanding science concepts that are challenging)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show an interest in the contributions that women and men—with different views and backgrounds and at different times—have made in the development of modern science)*
Scientific Inquiry	• value and use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., seek data that is accurate and based on appropriate methods of investigation)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., become involved in decision making that requires full-group participation)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., recognize that the materials individuals develop may have environmental impacts when discarded)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., read the labels of materials before using them and ask for help if safety symbols are not clear or understood).*

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Unit C: Environmental Chemistry (Social and Environmental Contexts Emphasis)

Overview

Environments are often viewed from a physical and biological perspective, but to fully understand how they function, it is important to view them from a chemical perspective as well. A study of environmental chemistry helps students understand that chemical substances make up the underlying fabric of the world and are part of the process in all natural cycles and changes. Through this unit, students also become aware of human-produced chemical substances that enter and interact with environments, and they investigate the potential impacts of different substances on the distribution and abundance of living things.

Focusing Questions

1. What chemicals are beneficial to humans and other organisms?
2. What chemicals are harmful to humans and other organisms?
3. How do chemicals play a role in our environment?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- chemicals essential to life
- ingestion and absorption of substances
- air and water quality
- hazards and risk assessments
- organic and inorganic material
- acids and bases

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things
   - describe, in general terms, the ingestion or absorption of materials by living things
   - describe, in general terms, and illustrate the processes by which chemicals are introduced and dispersed in the environment *(e.g., dilution in streams, biomagnification through food chains)*
   - identify common organic and inorganic substances that are essential for the health and growth of humans and other living things *(e.g., identify protein as essential for muscle development; identify calcium as an essential material for bones)*
   - investigate sources of information to identify types of foods and the quantities required for healthy living, including *Canada's Food Guide to Healthy Eating*
   - recognize that a balanced diet, containing proteins, fats, carbohydrates, vitamins and minerals, contributes to overall health
   - compare the diet of traditional Aboriginal society to that of contemporary North American society in relation to the maintenance of healthy lifestyles

2. identify processes for measuring different substances in the environment and for monitoring air and water quality
   - identify the ways in which humans affect air and water quality through the use of chemicals at home and in the workplace
   - identify laws that support clean air and water supplies
   - identify acids, bases and neutral substances, based on their pH *(e.g., use indicator solutions or pH meters to measure the pH in water supplies)*
   - describe effects of acids and bases on living things *(e.g., acid rain in lakes, antacids for upset stomachs)*

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3. examine mechanisms affecting the distribution of potentially harmful substances within an environment
   - recognize that toxins can be produced in chemical processes
   - describe and evaluate methods used to transport, store and dispose of hazardous household and workplace chemicals
   - investigate potential risks resulting from consumer practices and industrial processes *(e.g., flushing unused prescription drugs down the toilet, industrial ground water use).*

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- identify science-related issues *(e.g., identify issues regarding the use of soil fertilizers)*
- identify questions arising from practical problems and issues *(e.g., ask questions about the nutritional requirements of different living things).*

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- identify data and information that is relevant to the issue
- use instruments and materials effectively and accurately to collect data *(e.g., measure and compare the pH in household products)*
- organize data, using a format that is appropriate to the task or experiment
- use materials and apparatus safely.

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to develop and assess possible explanations at home, in the workplace and in the community

- identify the strengths and weaknesses of different ways to display data
- identify discrepancies in data
- apply given criteria to evaluate evidence and sources of information
- identify new questions and problems that arise from what was learned.

Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- work cooperatively with team members to develop and conduct a plan
- receive, understand and act on the ideas of others *(e.g., seek and achieve group consensus on the procedures to be used in an investigative activity).*

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Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., participate in extracurricular activities, such as a science fair)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., consider more than one perspective when formulating conclusions)*
Scientific Inquiry	• value and use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., consider observations and ideas from a number of sources during investigations)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., assume responsibility for their share of the work during investigations)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., show respect for all forms of life)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., take the time to organize their work area so accidents can be prevented).*

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Unit D: Electrical Principles and Technologies (Science and Technology Emphasis)

Overview

Electricity provides the means to energize many devices, systems and processes that are part of our technological environment. Electrical devices are used to transfer and transform energy, to provide mechanisms for control and to transmit information in a variety of forms. In this unit, students learn about electrical conversions and the societal and environmental implications associated with the production and use of electrical energy. Using a conversion, problem-solving approach, students create and modify circuits. Students also develop skills for evaluating technologies by comparing alternative designs and by considering their efficiency, effectiveness and environmental impact.

Focusing Questions

1. How do we obtain and use electrical energy?
2. How can we use technology and other methods to increase electrical efficiency at home and in the workplace?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- forms of energy
- energy transformation
- static and current electricity
- renewable and nonrenewable energy sources
- storage of electrical energy
- energy transmission
- circuits

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate the use of devices to convert various forms of energy to electrical energy and electrical energy to other forms
   - identify and describe everyday forms of energy *(e.g., mechanical, chemical, thermal and electrical)*
   - examine and list common forms of energy conversion
   - identify examples of energy transfer and transformation *(e.g., chemical energy transformed into electrical energy and then to light energy in a flashlight; mechanical energy transformed into electrical energy and then transferred through power grids)*
   - investigate the use of different chemicals, chemical concentrations and designs for electrical storage cells *(e.g., build and test different forms of wet cells)*

2. describe technologies used for transfer and control of electrical energy
   - assess the potential danger of electrical devices by referring to the voltage and current rating (amperage) and distinguish between safe and unsafe activities
   - distinguish between static and current electricity
   - identify electrical conductors and insulators
   - create and explain simple series and parallel electrical circuits
   - describe the relationship among current, voltage and resistance and relate it to amperes, volts and ohms

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3. identify energy inputs and outputs for example devices and systems
   - identify the forms of energy inputs and outputs in a device or a system
   - compare the energy inputs and outputs of a device
   - identify ways to reduce electrical energy input
   - investigate techniques for reducing energy waste in common household devices *(e.g., efficient forms of lighting)*

4. describe and discuss the societal and environmental implications of the use of electrical energy
   - identify alternative sources of electrical energy, including oil, gas, coal, wind, waves and batteries *(e.g., identify renewable and nonrenewable sources for generating electricity)*
   - identify the by-products of electrical generation and their impacts on the environment *(e.g., identify the potential impacts of coal-fired electricity generation)*
   - identify uses of electrical technologies and their impact *(e.g., identify benefits and issues related to the use of electrical technologies for storing and transmitting personal information)*
   - identify the impact of the disposal of electrical technologies
   - identify concerns regarding the conservation of energy resources.

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- identify questions to investigate arising from practical problems and issues *(e.g., identify such questions as, "How can the amount of electric current in a circuit be controlled?")*
- state a prediction and a hypothesis based on background information or an observed pattern of events.

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- use materials and apparatus safely *(e.g., use appropriate sources of electrical energy and follow procedures to ensure personal and group safety)*
- use instruments effectively and accurately to collect data *(e.g., use voltmeters).*

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to develop and assess possible explanations at home, in the workplace and in the community

- test the design of a constructed device or system
- evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment *(e.g., evaluate the environmental impact of a wet-cell design)*
- identify discrepancies in data
- identify potential sources of error.

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- work collaboratively with team members to develop and conduct a plan and to troubleshoot problems as they arise
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, data tables, graphs, drawings, oral language and other means *(e.g., use charts to present data on the voltage and current found in series and parallel circuits).*

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., participate in extracurricular activities, such as a science fair)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for the scientific thinking, craftsmanship and collaborative effort that go into the development of electrical devices and systems)*
Scientific Inquiry	• value and use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., ask questions to clarify meaning or confirm understanding)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., assume responsibility for their share of the work during investigations)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., identify potential conflicts between responding to human wants and needs and protecting the environment, considering future generations)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., select safe methods when using electrical devices).*

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Unit E: Space Exploration (Science and Technology Emphasis)

Overview

Technologies have played an essential role in the study of space and in the emerging use of space environments. Our modern understanding of space has developed in conjunction with advances in techniques for viewing distant objects, for transmitting images and data through space and for manned and unmanned space exploration. A study of space exploration provides an opportunity for students to examine how science and technology interact and to learn how one process augments the other. Students become aware that technologies developed to meet the challenges of space are applied to new purposes.

Focusing Questions

1. What do we use to explore space?
2. How does space exploration affect us in our daily lives?
3. What technologies have been developed?

Key Concepts

The following key concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- technologies for space exploration and observation
- position and motion in space
- composition and characteristics of bodies in space
- life-support technologies
- communication technologies

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. investigate and describe the ways in which human understanding of Earth and space has depended on technological development
   - identify different perspectives on the nature of Earth and space, based on culture and science *(e.g., describe Aboriginal views of space and those of other cultures)*
   - investigate the contributions of technological advances, including optical telescopes and space travel, to a scientific understanding of space
   - describe the characteristics of the celestial bodies that make up the solar system and compare their characteristics with those of Earth
   - investigate techniques for determining the position and motion of objects in space *(e.g., phases of the moon, Earth's seasons, planets, star systems and the movement of human-made satellites)*
   - relate events on Earth to events/activities in space *(e.g., weather, solar flares and the moon's effect on tides)*

2. identify problems scientists face when developing technologies for space exploration and describe technologies developed for life in space
   - examine space environments and identify challenges that must be met when scientists develop life-supporting systems *(e.g., examine variations in gravity, temperature, availability of water)*
   - investigate technologies used for life-support systems *(e.g., investigate systems that involve the recycling of water and air)*
   - investigate technologies used for space transportation
   - identify materials and processes developed to meet needs in space
   - identify that technologies contributing to space travel and space exploration affect our everyday lives *(e.g., radio transmission, global positioning system, space stations)*

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3. examine issues and opportunities arising from the application of space technology and identify the alternatives
    - recognize the risks and dangers associated with space exploration *(e.g., space junk, fuel expenditure, satellites burning up in the atmosphere)*
    - investigate Canadian contributions to space research and to the astronaut program *(e.g., Canadarm)*
    - identify factors that are important to decisions regarding space exploration and development *(e.g., investigate political, environmental and ethical issues related to the ownership and use of resources in space).*

Skill Outcomes

Initiating and Planning

Students will:

apply science-related initiating and planning skills to ask questions about the relationships among observable variables at home, in the workplace and in the community

- identify the practical problems of space exploration *(e.g., identify problems that must be addressed in developing a life-supporting space environment)*
- state a prediction or hypothesis based on background information or an observed pattern of events *(e.g., predict the next appearance of a comet, based on past observations).*

Performing and Recording

Students will:

apply science-related performing and recording skills to conduct investigations into the relationships among observations and to gather and record data at home, in the workplace and in the community

- research information relevant to a given problem
- select information from various print and electronic sources
- organize data, using a format that is appropriate to a given task or experiment *(e.g., maintain a log of observed changes in the night sky).*

Analyzing and Interpreting

Students will:

apply science-related analyzing and interpreting skills to examine data and to develop and assess possible explanations at home, in the workplace and in the community

- identify the strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare Earth-based observations with those made from spacecraft)*
- identify new questions and problems that arise from what was learned *(e.g., identify questions to guide further investigations, such as, "What limits travelling distance and duration of space exploration?").*

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Communication and Teamwork

Students will:

apply science-related communication and teamwork skills to work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results at home, in the workplace and in the community

- receive, understand and act on the ideas of others
- work cooperatively with other team members to develop and conduct a plan and to troubleshoot problems as they arise.

Attitude Outcomes

Students will be encouraged to develop and display an interest in science and scientific inquiry, mutual respect, collaboration, stewardship and safety at home, in the workplace and in community situations.

	Students will be encouraged to:
Interest in Science	• show interest in science-related questions and issues and pursue personal interests and career possibilities within science-related fields *(e.g., express interest in and describe media programs on space science and technology)*
Mutual Respect	• appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show an interest in the contributions that men and women from many cultural backgrounds have made to the development of modern science and technology)*
Scientific Inquiry	• value and use scientific methods to carefully gather evidence when investigating problems and issues *(e.g., consider observations and ideas from a number of sources before drawing a conclusion)*
Collaboration	• work collaboratively when conducting investigations and when generating and evaluating ideas *(e.g., share ideas and observations with other members of the group)*
Stewardship	• demonstrate sensitivity when pursuing a balance between the needs of humans and the requirements for a sustainable environment *(e.g., consider immediate and long-term consequences of personal and group actions)* • recognize that the traditional Aboriginal lifestyle supports a unique relationship with the environment
Safety	• demonstrate concern for safety when planning, conducting and reviewing activities *(e.g., select safe methods and tools for collecting evidence).*

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KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES GRADES 8 AND 9

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

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Aboriginal Perspectives and Experiences
For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections
Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections
Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

The Information and Communication Technology (ICT) curriculum is infused throughout the Knowledge and Employability courses, including the use of computers and other technology, to support the instruction of technology within an applied context.

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ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Policy 1.4.2* and in the *Information Manual for Knowledge and Employability Courses, Grades 8–12,* 2006.

RATIONALE AND PHILOSOPHY OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability occupational component is for students who learn best through experiential learning activities in which the development of knowledge, skills and attitudes is relevant to their personal experiences. Meaningful connections between in-school learning and the community result in successful transitions from the school setting to the workplace and prepare students for responsible citizenship.

Throughout the Knowledge and Employability occupational component, student success is enhanced through continual:

- assessment of the needs, learning styles and developmental stages of students
- use of materials and school and community resources and strategies that assist in addressing cross-curricular, community and workplace connections.

GOALS OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability occupational component will:

- provide opportunities for students to explore a variety of career pathways
- provide opportunities for students to develop essential, employability and workplace competencies through practical activities related to the home, workplace and community

2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

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- prepare students for employment by providing practical, workplace-related activities and projects common to and representative of a wide variety of careers; e.g., occupations at the C and D levels of the National Occupational Classification (NOC)
- promote curriculum integration by providing a practical environment and structure for the application, reinforcement and practice of Knowledge and Employability skills, as well as knowledge and attitudes in English language arts, mathematics, science and social studies
- provide opportunities for students to explore their personal strengths and interests related to future life and career opportunities
- promote the development of community partnerships, which connect the school with the larger community that surrounds and supports it, to assist students to transition from school to the workplace.

ORGANIZATION AND STRUCTURE OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Throughout the Knowledge and Employability occupational component, students will investigate careers within broad occupational classifications, examine and connect their personal competencies and interests to employment opportunities, and make career choices based on thoughtful consideration.

In junior high school, the emphasis is on *exploration*. Students will:

- gain an awareness of the multiplicity of careers and career opportunities
- investigate a range of occupational areas
- gain an awareness of various working environments through an initial exposure
- examine personal interests and competencies
- develop basic essential and employability skills.

In senior high school, the emphasis is on *orientation* and *preparation*.

During the *orientation* stage, students will:

- link personal interests and competencies to career interests
- focus on groups of related occupations, based on career interests
- gain an awareness of various working environments
- build upon and enhance their development of basic essential and employability skills.

During the *preparation* stage, students will:

- focus on specific occupations or occupational components
- continue to link personal interests and competencies to career interests
- continue to develop the basic essential and employability skills required for direct entry into the workplace in the occupational pathway(s) of interest.

COMMUNITY PARTNERSHIPS AND THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Community partnerships are experiences that bring the community into the classroom or take the classroom into the community. Community partnerships are fundamental to the Knowledge and Employability occupational component because they provide opportunities for practical applications of competencies developed in the classroom and expose students to experiences beyond the school.

Community partnership participation increases as students progress through the occupational component. In junior high school, community partnerships may involve classroom guest speakers, skill demonstrations and tours to a variety of community locations, including work sites. Job shadowing and/or work study experiences may take place near the end of junior high school and may continue into senior high school.

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THE JUNIOR HIGH SCHOOL KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Strands

The junior high school Knowledge and Employability occupational component consists of nine strands, each with specific units. The strands emphasize practical skills used in the home, workplace and community. Units are based on the materials, tools, equipment, machines and/or processes used in related occupational sectors. The junior high school Knowledge and Employability strands are:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction
- Fabrics
- Foods
- Horticulture
- Human Care
- Workplace Readiness.

The strands and related units may be combined to form a course or several courses during each year of the students' junior high school involvement in Knowledge and Employability. The interests and abilities of students, and resources such as facilities and staff, determine the strategies used and the strands and units selected.

Levels of Study

Because students may enroll in Knowledge and Employability courses at any time during junior high school, specific outcomes in the strands and units are organized into two levels, based on expectations and student abilities rather than grade levels. Learning begins at the students' level of understanding and ability. Students progress through the levels as they demonstrate increased proficiency and capabilities.

Level 1: Students develop basic knowledge of the broad occupational classifications, general awareness of technical concepts related to the strands and units, desirable workplace attitudes and introductory practical competencies.

Level 2: Students develop a working understanding of technical concepts, continue to develop desirable workplace attitudes, demonstrate the ability to apply skills in specific situations and integrate competencies developed in Level 1.

Throughout the levels, students explore personal competencies and interests, identify competencies required for a variety of workplace environments and begin connecting workplace needs to personal competencies.

SAFETY IN THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Safety is emphasized and relevant information is incorporated throughout the Knowledge and Employability occupational component. The safe use of equipment and materials and general home, community and workplace safety are integral to the strands. Each strand includes outcomes on basic safety rules and guidelines that are to be applied when students are in the workplace and other settings and when they are handling and using tools, equipment, materials and supplies.

TECHNOLOGY IN THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Information and Communication Technology (ICT) outcomes have been infused into the specific outcomes of the Knowledge and Employability occupational component and are best learned within an applied context. As technology continues to advance, selecting and using appropriate, effective and efficient technologies that complement the learning process will enhance student performance.

LITERACY AND NUMERACY

The literacy and numeracy skills developed in the academic courses are further developed and reinforced in the Knowledge and Employability occupational component. Applying literacy and numeracy skills to a work context will enhance the

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students' abilities to speak and write effectively to read, to comprehend and use written materials including graphs, charts and displays, and to use mathematical applications employed in the working world.

CAREER EXPLORATION AND AWARENESS

Career exploration and awareness is an important part of the junior high school occupational component. Junior high school students should be allowed to explore the various occupations within an area or industry. For their occupation of interest, students should strive to discover the:

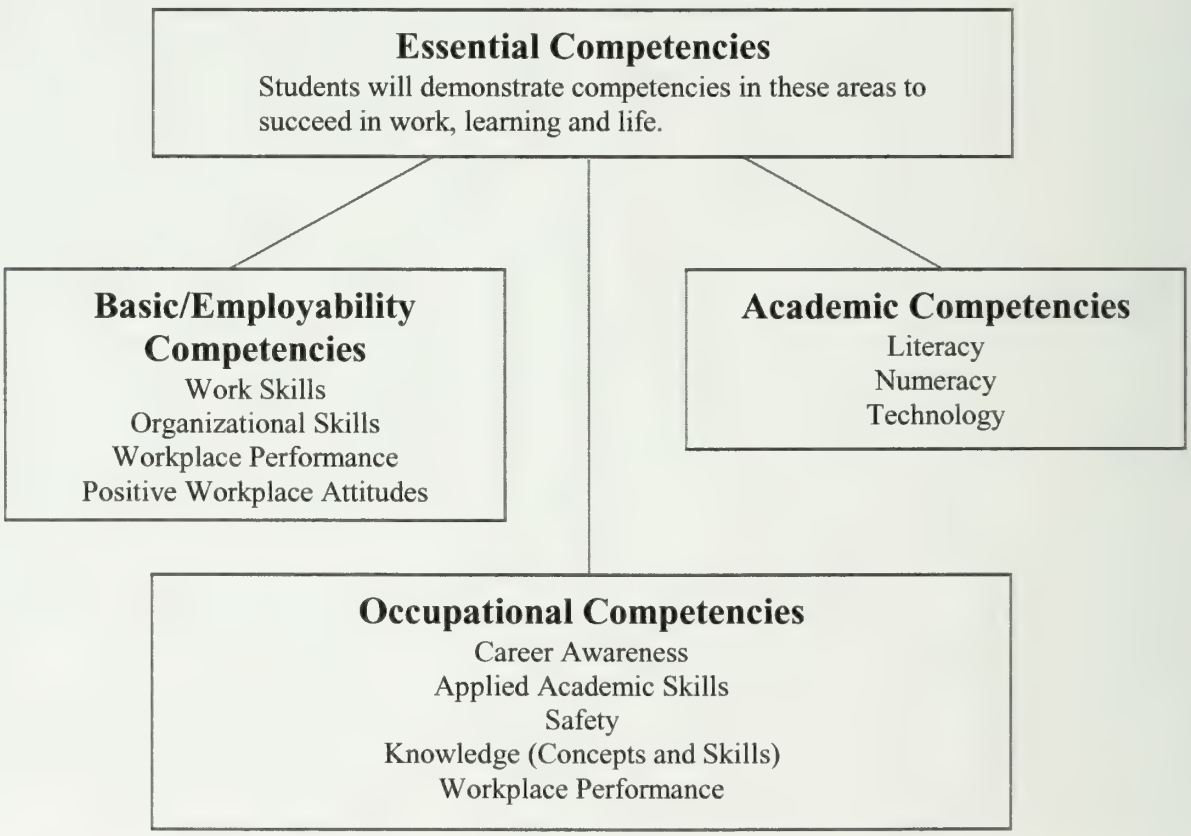
- required training or education
- employment expectations
- required duties
- salary expectations
- outlook for the future.

This exploration is crucial for students to identify occupations they might like and that are best suited to their individual strengths.

ESSENTIAL COMPETENCIES

The primary focus of the Knowledge and Employability occupational component is the development and application of:

- essential competencies[3] that relate to all careers
- basic/employability competencies that are relevant to finding and keeping work; e.g., appropriate workplace attitudes and related knowledge
- occupational competencies that are necessary for success in a specific occupation or career
- academic competencies that provide a foundation for further learning.



3. *The Alberta Framework of Essential Competencies for Working, Learning and Living* and the Conference Board of Canada's *Employability Skills 2000+* were considered when developing the competencies framework for the Knowledge and Employability occupational component.

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The Alberta Framework of Essential Competencies for Working, Learning and Living and the Conference Board of Canada's *Employability Skills 2000+* were considered when developing the following set of skills outcomes for the Knowledge and Employability occupational component.

BASIC/EMPLOYABILITY COMPETENCIES

Essential competencies of the junior high school Knowledge and Employability occupational component include:

Work Skills

Work skills relate to the completion of general and specific workplace tasks.

- work safety
- layout and measurement
- materials, tools and equipment handling
- machine operation
- maintenance
- clean-up and sanitation

Organizational Skills

Organizational skills enhance students' ability to complete work skills.

- plan and prepare
- think critically
- think creatively
- make decisions
- solve problems
- design and draw
- estimate and calculate

Workplace Performance

Workplace performance is a demonstration of student knowledge and the application of work and organizational skills.

- follow instructions
- clarify task requirements
- attend to detail
- work independently and as a member of a team
- use initiative wisely
- meet standards; e.g., accuracy, precision
- demonstrate dependability; e.g., punctual, on schedule
- minimize waste
- continue to learn

Positive Workplace Attitudes

Positive workplace attitudes are encouraged during the application of work and organizational skills.

- safety consciousness
- self-discipline
- integrity
- adaptability
- perseverance
- cooperation, selflessness, concern for others
- responsibility
- enthusiasm; e.g., willingness to try
- commitment to improvement; e.g., accept advice and constructive criticism
- regard for the environment

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KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT COURSES

Strand	EXPLORATION Junior High *Units of Study – Levels 1 – 2*	ORIENTATION Senior High	PREPARATION Senior High
Art/Design and Communication	• Practical Arts • Ceramics • Graphic Arts • Photography • Audio/Video	Art/Design 10-4	Art/Design 20-4	Art/Design 30-4
		Art/Media Communications 10-4	Art/Media Communications 20-4	Art/Media Communications 30-4
Auto Mechanics	• Two-stroke Engine • Four-stroke Engine • Basic Car Care and Maintenance	Auto Mechanics 10-4	Auto Mechanics 20-4	Auto Mechanics 30-4
			Auto Services 20-4	Auto Services 30-4
Business Services	• Communicating with Others • Searching for Information • Representing Information	Business Services 10-4	Logistics 20-4	Logistics 30-4
			Office Services 20-4	Office Services 30-4
			Sales and Service 20-4	Sales and Service 30-4
Construction: Building*	• Layout, Design and Drafting • Woods • Metals • Plastics • Electricity	Construction: Building 10-4**	Woodworking and Cabinetry 20-4	Woodworking and Cabinetry 30-4
			Wood Frame Construction 20-4	Wood Frame Construction 30-4
Construction: Metal Fabrication*		Construction: Metal Fabrication 10-4	Construction Systems 20-4	Construction Systems 30-4
			Metal Fabrication 20-4	Metal Fabrication 30-4
Cosmetology	N/A	Cosmetology 10-4	Cosmetology 20-4	Cosmetology 30-4
			Esthetics 20-4	Esthetics 30-4
Fabrics	• Basic Sewing	Fabrics 10-4	Fashion Textiles 20-4	Fashion Textiles 30-4
			Industrial Textiles 20-4	Industrial Textiles 30-4
Foods	• Basic Cooking • Snacks and Convenience Foods • Basic Baking	Foods 10-4	Commercial Cooking 20-4	Commercial Cooking 30-4
			Food Preparation and Service 20-4	Food Preparation and Service 30-4
Horticulture	• Soil Preparation, Plants and Planting • Turf/Grasses • Landscaping	Horticulture 10-4	Greenhouse and Nursery 20-4	Greenhouse and Nursery 30-4
			Landscaping 20-4	Landscaping and Maintenance 30-4
Human Care	• First Aid • Child Care (Noninfants)	Human Care 10-4	Child Care 20-4	Child Care 30-4
			Home Care 20-4	Home Care 30-4
Natural Resources	N/A	Natural Resources 10-4	Agriculture 20-4	Agriculture 30-4
			Forestry 20-4	Forestry 30-4
			Oil and Gas 20-4	Oil and Gas 30-4
Workplace Readiness	• Personal and Workplace Safety • Employment Exploration • Acquiring a Job • Keeping a Job	Workplace Readiness 10-4	Workplace Practicum 20-4	Workplace Practicum 30-4

* These strands have been replaced by the single strand Construction at the junior high school level.

** Students who successfully complete Construction: Building 10-4 may take Construction Systems 20-4.

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KNOWLEDGE AND EMPLOYABILITY ART/DESIGN AND COMMUNICATION GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Art/Design and Communication
Unit A: Practical Arts
Unit B: Ceramics
Unit C: Graphic Arts
Unit D: Photography
Unit E: Audio/Video

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: PRACTICAL ARTS

This unit will serve as a basic introduction to the art/design and communication courses at the senior high school level. Students will complete a variety of projects/activities to become aware of and to investigate the elements and principles of art and design. Students will learn about various senior high school occupational courses that involve the use of art theory and skills. They will explore the possibilities and methodology of marketing a chosen product, using an entrepreneurial model. This unit will introduce students to the design process used in commercial design presentations. Students will explore various media and learn to work within their particular strengths and limitations. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes:
Students will:

- develop academic competencies to enhance knowledge and skills when working in arts-related industries
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to practical arts.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations that involve artistic theory and skills • identify the requirements of successful entrepreneurship.	*Students will:* • investigate careers in occupations involving art; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • recognize terms used in visual presentations • understand concepts and processes presented in demonstrations and written, verbal or multimedia formats.	*Students will:* • list and define terms used in visual presentations • describe the sequential steps in producing visual communications and products from a variety of materials • read and follow directions in written or graphic formats.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify safe work environments and the use of tools, equipment and materials related to the production of art projects • dispose of waste materials properly • store and transport all equipment safely and properly • recognize the hazards of each material, using the Workplace Hazardous Materials Information System (WHMIS).	*Students will:* • practise creating and maintaining safe work environments • use tools, equipment and materials safely • identify WHMIS symbols and label components.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • discuss the definitions and applications of the elements and principles of art and design in their environment, the products they use and graphic communication • identify the processes used to produce visual messages and products • understand that basic human proportions are used in design • understand the stylistic effects of visual communication.	*Students will:* • identify the definitions and applications of the elements and principles of art and design • recognize and select the most appropriate media to represent ideas and solutions to visual problems • identify the limitations of various art media • recognize that consideration of ergonomics is necessary in the effective use of a design • identify the steps in the design process and format • identify the physical and psychological effects of the use of colour to communicate ideas • recognize that a solution to an art/design problem goes through many stages of development and visual forms.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • use colour to represent objects and environments in both realistic and expressionistic manners • practise the use of various media and materials • demonstrate the ability to draw the human form in various positions, using basic proportions • create a 3-D model to illustrate an idea, using materials best suited to the structures and requirements • identify modern technology used to produce artistic projects • demonstrate the ability to follow correct procedures in the use of various art materials and machines • display art products in an attractive, effective and safe manner.	*Students will:* • demonstrate the ability to represent 3-D forms, ideas and environments, using drawing techniques • use the design process to solve a problem • simulate an entrepreneurial approach to plan, market and produce a potentially saleable product • use effective composition to best communicate the intended message • analyze a process to evaluate success • work together as a team to produce a graphic communication, product or environment • use modern technology whenever possible to enhance a product.

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UNIT B: CERAMICS

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with ceramics. Students will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with ceramics
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to ceramics.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • list various occupations in the ceramic and earthen materials industry • identify local job opportunities in the ceramics field • identify the personal knowledge, skills and attitudes required in ceramics occupations.	*Students will:* • identify employer expectations and the work habits that meet those expectations • investigate careers in occupations involving ceramics and ceramic products; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • demonstrate effective oral and written communication skills • list the mechanical properties of selected raw materials • explain how the materials are prepared • use metric and imperial measurements.	*Students will:* • list the raw materials used to make glass and earthenware products • use problem-solving skills in situations that arise during the construction of projects • explain the need for conservation and recycling of earthen materials • estimate supply, material and labour costs.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safety procedures in all activities when working with earthen materials • explain briefly the hazards involved in working with earthen materials • identify appropriate ceramics-related WHMIS information • identify personal protective equipment (PPE).	*Students will:* • describe the safety precautions associated with working around a kiln • recognize the requirement to properly dispose of hazardous materials and clean up the work area.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • identify the concept of ceramics as an art form • identify the use of ceramics in the industrial world • describe simple layout and design procedures when working with ceramics • identify 3-D design elements and principles • interpret simple technical drawings • identify material-removal tools and equipment; e.g., knife, modelling tools, spatula, wire.	*Students will:* • identify different glazes, embossing styles or graffito used to finish and decorate ceramic products • identify the marketing, pricing, displaying and advertising practices related to ceramic products.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • maintain and handle ceramic moulds properly • use simple layout tools to plan projects; e.g., rule, caliper, try square • use available tools to produce texture on clay products • wedge clay and form simple objects; e.g., pinch, roll, slab, coil • prepare simple clay objects for firing • demonstrate the extruding process • glaze a product with nontoxic glaze • use simple layout and design procedures when working with ceramics.	*Students will:* • prepare clay for pinch forming, jiggering, slab forming and slip casting • use water to condition clay • make a press-formed product • cast a product using a slip-moulding procedure • use the proper epoxy resin or other adhesives to bond ceramic material together • recycle clay to a usable state.

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UNIT C: GRAPHIC ARTS

Students will complete a variety of projects/activities to investigate the nature and applications of printing, binding and screening procedures and to investigate applicable technologies and graphics created using the computer. Students will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working in graphic arts and design
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to graphic arts and design.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • demonstrate the ability to work with computerized equipment, following routines and performing set tasks • identify the personal knowledge, skills and attitudes required in graphic arts occupations • investigate uses of graphic arts (e.g., graphic designers translate verbal and abstract concepts into meaningful visual communication) and traditional graphic print media (e.g., brochures, packaging, promotional materials, corporate logos and annual reports) • identify graphic design products; e.g., trademarks and corporate logos, packaging and image design for consumer products, business and personal stationery, advertisements, sign systems, film and video graphics, promotional posters, flyers and brochures, Web sites and multimedia presentations, and displays.	*Students will:* • follow clear rules and guidelines for their work when operating computers and related equipment and experimenting with document layouts • identify career opportunities in the graphic arts field; e.g., corporate and government communications or public relations departments; graphic design, film and television studios; advertising agencies; industrial designers; architectural firms (signage); and newspapers and magazines • investigate careers in occupations involving graphic arts; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • list and define common terms used in printing occupations • describe the measurement and layout procedures used in the planning and completion of a task.	*Students will:* • understand the techniques used to manipulate image and type sizes • discuss typography guidelines.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • discuss their knowledge of safe work environments and the safe use of tools and equipment • practise proper posture when using the computer • identify and discuss copyright legislation • demonstrate proper organizational strategies.	*Students will:* • use cutting and binding equipment properly and safely • dispose of waste and clean up spills quickly and properly • clean the screen, frame press and other tools and materials and return them to their proper places.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • understand the elements of design • understand basic binding and finishing operations; e.g., fold, cut and/or collate pages; emboss, laminate and drill holes in pages • understand the use of computer programs to design and print various print media • identify the five basic printing methods; i.e., relief, gravure (intaglio), lithography, screen printing and electrostatic • identify the basic maintenance and stocking procedures for printing machines • identify a variety of bindery operations; e.g., padding, ring binding, thermobind, velobind, staple, folding, taping • identify a variety of printers, copiers and other printing machines used to print text, illustrations and designs.	*Students will:* • understand the principles of design; e.g., balance, contrast, emphasis, unity, rhythm, movement, proportion • identify text and drawing tools used to design a border and other decorative details for projects; e.g., small memo pads • identify and use, appropriately, a variety of paper and card stock; e.g., cards, posters.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate the safe and effective use of tools and materials related to graphic arts • demonstrate appropriate clean-up and storage strategies • demonstrate the ability to measure and to calculate measurements accurately • demonstrate the ability to pay attention while performing repetitive tasks • demonstrate innovative ways to present ideas • locate, select, edit and/or design a message suitable for a sign, using computer software as appropriate.	*Students will:* • demonstrate the ability to work safely and efficiently under the pressure of deadlines • set type, ink a press, pull a proof and print multiple copies, using a sign press • use tact and discretion when working with customers' materials • display a willingness to keep up to date with changing hardware and software technology • design, produce, cut and use a stencil • mask/block out a stencil • mount a screen in a frame for printing purposes • practise registration procedures for a multicolour project • use a computer or other method to prepare design layouts; e.g., for a series of memo pads.

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UNIT D: PHOTOGRAPHY

Students will complete a variety of projects/activities to investigate the nature and applications of technologies; take, develop and download pictures; and modify images. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with photography
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to photography.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the personal knowledge, skills and attitudes required in photography occupations • identify the duties of a photographer; e.g., use their skills and artistic talent to capture people, products, events, fashion, landscapes, legal evidence and other subjects on film or digital media • identify local photographic opportunities and employment possibilities; e.g., commercial, fashion, portrait, event, forensic, aerial, scientific or multimedia photography; photojournalism; photographic processing technicians who develop film, make prints and slides, and enlarge and retouch photographs.	*Students will:* • compose and arrange innovative pictures and work with equipment • investigate career opportunities in the photography field; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • identify proper e-mail or download procedures for storing pictures on a computer • label or name pictures for filing purposes.	*Students will:* • organize and store photographs electronically • recognize the importance of using a photographic notebook or portfolio to present all of their photographic work in an organized manner.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • demonstrate knowledge of safe work environments and the safe use of tools, equipment and materials related to photography • store and transport all equipment safely and properly • identify Freedom of Information and Protection of Privacy (FOIP) legislation to follow when taking pictures of others.	*Students will:* • follow safety procedures in all activities when working with photographic equipment and materials • identify FOIP legislation to follow when taking pictures of others.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • identify the basic parts of a camera • identify appropriate photography equipment; e.g., lenses, electronic flashes, floodlights, reflectors and props • demonstrate knowledge of the operation of a digital camera • describe the basic rules of photographic composition.	*Students will:* • recognize the various techniques used to alter prints • identify photo-editing software and computer applications • understand the rules of photographic composition.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate the ability to follow instructions when taking and processing photographs • set up equipment and adjust cameras to compose photographs • test and maintain all equipment, including the loading of memory cards • demonstrate how to handle cameras correctly • take numerous photographs and choose the best • retrieve film from a camera and process it to produce negatives • practise making contact prints from good quality negatives provided by the teacher and use an enlarger to make prints • demonstrate the ability to use the special features of a digital camera; e.g., download images to a computer or printer • discuss their finished photographic products with the teacher.	*Students will:* • take a variety of photographs; e.g., people, action, still life, depth of field, close-up, free choice • download digital images from a camera to a computer • store and save files properly on a computer • print digital photographs • use a computer and software to make minor modifications to preselected sample images to improve their quality and composition.

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UNIT E: AUDIO/VIDEO

Students will complete a variety of projects/activities to investigate the nature and applications of technologies and use audio/video equipment effectively and safely. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when working with audio/video equipment
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of tasks
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of audio/video equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify uses of audio/video production in the media • identify the personal knowledge, skills and abilities required in audio/video occupations.	*Students will:* • identify various occupations in the audio/video production field.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • understand the video creation sequence • read and interpret instructions for the safe use of equipment.	*Students will:* • apply basic project planning skills to audio/video productions.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • understand how to use audio/video equipment safely • identify FOIP legislation to follow when recording individuals • identify copyright legislation.	*Students will:* • explain the proper storage and transportation practices for audio/video equipment • identify the safe use of batteries and electrical equipment.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • identify basic audio and video equipment; e.g., video camera, TV, VCR, recorder, microphone • identify the operating procedures for various audio and video equipment • identify the basic terminology used to describe equipment • identify the correct storage and transportation procedures for audio/video equipment.	*Students will:* • identify the key operational parts of a video camera and their functions • identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up • recognize the concepts of sound effects and ambient sounds • recognize the importance of sound production and effects • identify the procedures for incorporating audio with video footage.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • display creativity and artistic ability • demonstrate the ability to perform routine and repetitive tasks • demonstrate good communication and interpersonal skills when working with others in a team environment • demonstrate the basic set-up procedures for basic audio/video equipment • demonstrate the basic operation of TV, VCR and DVD equipment • demonstrate the basic operation of a video camera • produce a short video assignment that demonstrates their ability to operate a video camera.	*Students will:* • demonstrate responsibility and ethical behaviour when working within the school and in the community • demonstrate the ability to work effectively independently or as members of a team • produce a short audio/video project that demonstrates the ability to use various techniques • demonstrate the use of audio/video equipment to communicate ideas and information; e.g., commercial, interview, recorded message, sporting event • develop quick-thinking skills and decision-making abilities to solve problems as they arise • present assignments to the teacher/their peers to receive feedback.

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KNOWLEDGE AND EMPLOYABILITY
AUTO MECHANICS
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Auto Mechanics
Unit A: Two-stroke Engine
Unit B: Four-stroke Engine
Unit C: Basic Car Care and Maintenance

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: TWO-STROKE ENGINE

Students will complete a variety of projects/activities to develop competencies in the maintenance of a two-stroke engine. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with small engines and machinery
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the maintenance of small engines.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify different areas of mechanical repair and maintenance; e.g., car, boat, motorcycle, heavy duty • identify various occupations in the small-engine repair industry • identify local businesses that work with small-engine repair.	*Students will:* • discuss the knowledge, skills and attitudes needed in various occupations available in the field of small-engine repair and related industries • identify the uses of small engines • identify jobs related to the repair of two-stroke engines • select and research the educational requirements, salary expectations and job responsibilities of various occupations in the field • identify senior high school courses related to mechanics.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • interpret basic written instructions from the instructor and in the text • interpret information from various media; e.g., videotapes, audiotapes • use a calculator effectively to solve simple problems • demonstrate knowledge of how to measure using metric and imperial units.	*Students will:* • locate and interpret text and diagrams in repair manuals • listen and ask questions to expand understanding • locate parts or related repair information, using a computer.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify and safely use tools required for the maintenance and repair of small engines • identify and discuss the hazards associated with a shop environment • identify the safe and correct use of tools and equipment to ensure the proper clean-up of the shop area • describe the procedure for the proper disposal of relevant fluids.	*Students will:* • explain the importance of safe and careful work in a shop, including personal safety, tool and machine safety, and shop maintenance and clean-up • practise the safe and proper use of basic hand-held tools

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
		• explain and practise aspects of safe materials-handling procedures; e.g., fuel and fuel storage, starting and stopping engines, heat areas, moving parts, carbon monoxide • explain shop emergency procedures • describe the procedure for the proper disposal of relevant fluids.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • explain and define common mechanics terms and tasks • identify common tools and materials used in the maintenance and repair of engines • identify and locate tools and materials around the shop • identify different types of gasoline engines and their functions • identify various common machines that use a two-stroke engine • identify the key parts of the basic two-stroke engine • define terms related to small-engine theory, performance and operation • identify proper fuel mixtures for various small engines • explain the importance of proper engine maintenance • explain proper starting and stopping procedures for a small engine.	*Students will:* • identify the key parts of two-stroke engines and their functions; e.g., carburetors, filters, gas tank, cooling fins • identify engine systems; i.e., – ignition – cooling – lubrication – fuel • explain the importance of cooling a small engine • describe the use of common small-engine fasteners, adhesives, sealants and gaskets • explain the principles of fuel combustion in relation to small-engine operations • explain the operating principles of the two-stroke engine; i.e., intake, compression, power, exhaust stroke • explain the regular maintenance procedures for small engines; e.g., compression testing, spark testing, basic carburetor adjustments, lubrication, cooling system, spark plug service • explain the concepts of small-engine ignition systems; e.g., spark plugs, magneto, battery.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate proper shop care; e.g., clean-up and placement of tools and equipment • demonstrate the use of small-engine hand tools and measuring instruments • locate and explain the function of the major parts of a small engine • measure appropriate fuel mixtures for small engines • demonstrate proper starting and stopping procedures • demonstrate the ability to effectively clean and maintain a small engine • use industry terms when working in the shop • demonstrate the ability to work independently or as part of a team.	*Students will:* • demonstrate a regard for the environment by properly cleaning up and disposing of waste materials • identify the key parts of two-stroke engines and use the appropriate terms to label them • choose appropriate tools for the task • use basic hand tools to remove basic small-engine parts; e.g., spark plug, air filter • mix an appropriate oil-gas mixture for a given two-stroke engine • demonstrate proper small-engine maintenance procedures; e.g., clean the engine, change the spark plugs, mix fuel and fill the fuel tank, check and replace the fuel and air filters • develop a schedule and conduct regular maintenance on and care of small engines • perform basic small-engine compression testing without starting the engine; e.g., spark test • compare various methods of cooling a small engine • demonstrate the ability to troubleshoot problems and nonstart situations.

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UNIT B: FOUR-STROKE ENGINE

Students will complete a variety of projects/activities to develop competencies in the maintenance of a four-stroke engine. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with small engines and machinery
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the maintenance of small engines.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify different areas of mechanical repair and maintenance; e.g., car, boat, motorcycle, heavy duty • identify the uses of four-stroke engines • identify jobs related to the repair of four-stroke engines • develop career awareness through the personal and career relevance of the competencies developed within this unit.	*Students will:* • demonstrate knowledge of the uses of four-stroke engines in the workplace • select various occupations related to small engines and research related educational requirements, salary expectations and job responsibilities • identify local small-engine repair occupations and opportunities; e.g., lawn mower, boat, motorcycle • identify senior high school courses related to mechanics.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • interpret basic written instructions from the instructor and in the text • identify common mechanics terms and tasks • interpret information from various media; e.g., videotapes, audiotapes • use a calculator effectively to solve simple problems • demonstrate knowledge of how to measure using metric and imperial units.	*Students will:* • locate and interpret information in repair manuals • listen and ask questions to expand understanding • interpret graphs and diagrams related to engines • locate parts or related repair information, using a computer.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify and safely use tools required for the maintenance and repair of small engines • identify and discuss the hazards associated with a shop environment	*Students will:* • explain the importance of safe and careful work in a shop, including personal safety, tool and machine safety, and shop maintenance and clean-up • practise the safe and proper use of basic hand-held tools

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• identify the safe and correct use of tools and equipment to ensure the proper clean-up of the shop area • describe the procedure for the proper disposal of relevant fluids.	• explain and practise aspects of safe materials-handling procedures; e.g., fuel and fuel storage, starting and stopping engines, heat areas, moving parts, carbon monoxide • explain shop emergency procedures • describe the procedure for the proper disposal of relevant fluids.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify common tools and materials used in the maintenance and repair of engines • locate tools and materials around the shop • differentiate between a two- and a four-stroke engine • identify various common machines that use a four-stroke engine • identify the key parts of a four-stroke engine • explain the importance of proper engine maintenance • describe the procedure for checking the oil • describe the procedures for measuring and adding fuel.	*Students will:* • identify the proper tools used for the maintenance and repair of small engines • explain four-stroke cycle theory • identify engine support systems and their functions; i.e., fuel, lubrication, cooling, ignition, air induction, exhaust • explain the regular maintenance procedures for small-engines; e.g., changing the oil • explain the operation of small-engine ignition systems; e.g., spark plugs, magneto, battery • discuss the procedures for winterizing or storing small gas engines • explain the importance of cooling a small engine • describe small-engine tools and measuring instruments • identify common small-engine fasteners, adhesives and gaskets.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • use technical terms when working in the shop • demonstrate proper shop care and clean-up • develop the ability to work independently or as part of a team • demonstrate proper starting and stopping procedures • perform proper fueling procedures for a small engine • demonstrate the ability to effectively clean and maintain a small engine.	*Students will:* • demonstrate a regard for the environment by properly cleaning up and disposing of waste materials • demonstrate proper small-engine maintenance procedures; e.g., clean the engine, change the oil and spark plugs, mix fuel and fill the fuel tank, check and replace the fuel and air filters • develop a schedule and conduct regular maintenance on and care of small engines • demonstrate the ability to troubleshoot problems and nonstart situations; e.g., check the fuel and air filters, check the spark plugs and magneto.

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UNIT C: BASIC CAR CARE AND MAINTENANCE

Students will complete a variety of projects/activities to develop competencies in the maintenance of an automobile engine. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when working with engines and machinery
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to mechanics and car care.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • list the employability skills needed to be a service centre technician • identify local employment opportunities in the automotive services field.	*Students will:* • identify requirements for jobs in the automotive services field; e.g.: – types of jobs – job locations – training required – salary expectations – certification required – job responsibilities • research current employment opportunities available in the automotive services field • identify available senior high school courses related to mechanics.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • interpret basic written instructions from the instructor and in the text • interpret information from various media; e.g., videotapes, audiotapes.	*Students will:* • read, interpret and follow the manufacturer's instructions and specifications • listen and ask questions to expand understanding • use a computer to locate vehicle fluid types and maintenance schedules.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow proper safety procedures when cleaning and performing vehicle maintenance • identify and wear appropriate safety equipment and clothing (personal protective equipment/PPE) • demonstrate the proper procedures for cleaning up spills of various fluids • use cleaning tools and equipment and vehicle cosmetic/cleaning products safely	*Students will:* • practise safety consciousness when dealing with hot fluids; e.g., oil • demonstrate how to safely brace, lift or raise vehicles on jacks or hoists • recognize and remove hazards in the workplace • identify Hazardous Household Product Symbols (HHPS) and Workplace Hazardous Materials Information System (WHMIS) symbols on relevant chemicals.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• identify Hazardous Household Product Symbols (HHPS) and Workplace Hazardous Materials Information System (WHMIS) symbols on relevant chemicals.	
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify the importance of maintaining a clean car; e.g., avoid expensive repairs, improve reliability and safety, improve efficiency, extend the life of the vehicle • explain the proper procedures for washing the exterior of a vehicle • explain the cleaning requirements for the interior of a vehicle • identify products used for the care and cleaning of a car's interior • identify and locate a vehicle's major mechanical and structural components that require regular service and care • discuss the basic client services related to automobile care and maintenance; i.e., application of knowledge, communication skills and safety practices • demonstrate knowledge of effective tire maintenance procedures • demonstrate knowledge of vehicle maintenance schedules and procedures.	*Students will:* • identify potential engine trouble signs; e.g., warning lights or gauges, unusual odours or noises, burning oil, leaks • identify the factors that affect client satisfaction; e.g., time, tolerance, appearance, quality • identify the proper use of products used to clean a painted surface, degrease components, wax and polish a surface, and repair chips • identify, from the owner's manual, a vehicle's recommended type and grade of motor oil and types of: – engine coolant – brake, power-steering and transmission fluids – filters.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate safe work habits • demonstrate care when cleaning the exterior and interior of a vehicle • demonstrate the proper use of products used to clean the interior of a vehicle	*Students will:* • demonstrate the ability to operate specialized cleaning equipment and take a methodical approach to cleaning vehicle interiors and exteriors

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• demonstrate the proper procedures for the use of hand- and pressure-washing equipment • demonstrate effective cleaning and vacuuming of the interior of a vehicle • demonstrate a visual inspection of the fluid levels, tires, hoses, belts, lights, accessories and battery • inspect the body of a vehicle for damage or rust • use proper clothing and protective equipment (PPE).	• demonstrate the proper use of products used to clean a painted surface, degrease components, wax and polish a surface, and repair chips • understand and follow a paint code • check and adjust all fluid levels; e.g., oil, steering fluid, wiper fluid • identify signs of tire tread wear • measure tire pressure and inflate tires to the proper pressure, as appropriate • record maintenance procedures • inspect the body of a vehicle for completed repairs • develop a service schedule for a given vehicle and include checks on fluids, filters, tires, belts/chains, battery and lights • perform entry-level lubrication fluid (lube) servicing • demonstrate an ability to boost or jump-start a vehicle • inspect, visually, all areas of an automobile for wear and damaged parts; e.g., tires, belts, shocks.

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KNOWLEDGE AND EMPLOYABILITY
BUSINESS SERVICES
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Business Services
Unit A: Communicating with Others
Unit B: Searching for Information
Unit C: Representing Information

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: COMMUNICATING WITH OTHERS

Students will use a variety of technologies to communicate clearly and appropriately with individuals/groups and will organize communications using folders, files and other strategies. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when communicating with others
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to communication.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the use of interpersonal skills and communication technologies in a variety of workplace environments • identify the technologies used for communication in everyday life; e.g., telephone, computer, fax, cell phone, voice-mail messaging systems • identify the personal knowledge, skills and abilities required in communications occupations.	*Students will:* • identify career opportunities that apply competencies developed in this unit • identify personal competencies related to communication • document their interests, aspirations and appropriate career choices in their career portfolio.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • identify terms and vocabulary related to communication technology • recognize the importance of effective communication by correcting grammar and spelling errors; e.g., spell check • use a computer keyboard to enter text or data and demonstrate accurate keyboarding when producing documents and opening and naming files; e.g., letters, memos, fax cover sheets, calculators, envelopes and labels.	*Students will:* • proofread and edit messages for accuracy and effectiveness • use editing tools; e.g., spell checkers; thesauruses; grammar checkers; cut, copy and paste operations • summarize the key points from large documents in memo format for e-mail purposes • select and use technology appropriate to a given communication situation • comprehend and interpret information for effective communication.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • demonstrate proper posture when using a computer; e.g., ergonomics • identify personal information that should and should not be communicated in daily communications • demonstrate the proper procedures for operating and using technological equipment; e.g., start-up and shut-down • recognize the importance of a clean and organized work station.	*Students will:* • practise ergonomics concepts when using technology • identify risks related to communications; e.g., e-mail, chat rooms, passwords • identify hardware security options and antivirus protection software for the computer.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • recognize the importance of effective communication; e.g., grammar and punctuation • identify editing procedures; e.g., proofreading for spelling, punctuation and spacing errors • recognize verbal and nonverbal forms of communication • identify the use and importance of calendars, lists, daybooks and agendas for managing communications and correspondence • identify techniques and tools for communicating, storing, retrieving and selecting information; e.g., creating files, storing information to different drives, naming and opening files • identify the procedures for printing and sending document attachments.	*Students will:* • identify file-management procedures • identify important information needed for correspondence; e.g., name, date, attention and subject lines • identify the message management procedures related to the use of an e-mail account; e.g., saving, creating files, deleting, sending, sending group e-mails • identify the procedures for using and installing software.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate the ability to work with people • use computer applications to compile and organize information • use appropriate communication language and etiquette • demonstrate a moral and ethical approach to the use of technology • demonstrate the ability to work independently or as part of a team • demonstrate the ability to access, use and communicate information from a variety of technologies; e.g., fax machine, computer • demonstrate appropriate care of technological equipment.	*Students will:* • work collaboratively to share limited resources • share information collected from electronic sources to add to a group task • respond to messages and e-mails in a timely and effective manner • demonstrate good organizational and time-management skills • practise good oral and written communication skills • apply terminology appropriate to the technologies used • manage personal e-mail accounts • demonstrate the use of different formats for different messages; e.g., letter, memo, e-mail • troubleshoot basic computer problems; e.g., printing issues, software applications.

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UNIT B: SEARCHING FOR INFORMATION

Students will use a variety of technologies and applications to research, organize, interpret and analyze information. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when working with computers to search for information
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the search for information.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • recognize the role that the Internet plays in the workplace • identify the use of research technology in a variety of workplace environments • identify the personal knowledge, skills and attitudes required in information and research occupations.	*Students will:* • identify jobs that require research and the organization, interpretation and analysis of information • identify research skills needed in senior high school.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • access and retrieve information through the electronic network • perform routine data maintenance and management of personal files • read information from a prepared database • demonstrate creative thinking to organize information; e.g., files, folders, spreadsheets.	*Students will:* • summarize data by picking key words from gathered information and by using note-taking strategies; e.g., jottings, point form or retelling • assess information accessed through the use of a variety of technologies.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify risks to their physical health and safety that result from the improper use of technology; e.g., ergonomics • identify risks associated with using the Internet as a research tool; e.g., viruses, Freedom of Information and Protection of Privacy (FOIP) • recognize the credibility of Internet sources.	*Students will:* • identify the risks associated with using the Internet as a research tool; e.g., viruses, FOIP • recognize the credibility of Internet sources.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • identify the navigational procedures used on the Internet; e.g., key words in searches, search engines • understand the effective organization of files and directories • identify the procedures used to access hyperlinked sites on an intranet or the Internet • select information from the Internet for a purpose; e.g., search for businesses, products.	*Students will:* • identify the procedures used to access and retrieve appropriate information from electronic sources for a specific inquiry • organize information from more than one source • summarize and organize information into key findings • organize information, using such tools as a database, spreadsheet or electronic webbing • identify the procedures used to cite sources when using material under copyright and/or in the public domain.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • work collaboratively to share limited resources • proofread and edit for mistakes • use technology to investigate and/or solve problems • demonstrate good organizational and time-management skills • demonstrate the ability to work independently or as part of a team • use and organize files and directories • access hyperlinked sites on an intranet or the Internet • use a variety of search strategies to find effective Web sites; e.g., search engines • troubleshoot navigation problems.	*Students will:* • use electronic networks in an ethical manner; e.g., avoid inappropriate material, use virus protection • share information collected from electronic sources to add to a group task • plan and conduct a search, e.g., locations, people, business addresses, using a wide variety of electronic sources • refine searches to limit sources to a manageable number • troubleshoot navigation problems • cite sources when using material under copyright and/or in the public domain.

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UNIT C: REPRESENTING INFORMATION

Students will use a variety of technologies and applications to represent information. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with software and equipment to represent information
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the representation of information.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • demonstrate the ability to communicate effectively in oral and written forms • recognize the various ways information is presented in the world of work; e.g., documents, presentations, brochures, flyers, memos, posters.	*Students will:* • identify software commonly used in a variety of work environments • identify career opportunities that apply to the competencies developed in this unit.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • use appropriate terminology to describe basic protocols, processes and tools • create original text, using word processing software, to communicate and present information; e.g., documents, charts, graphs, spreadsheets • practise the presentation of information for business purposes; e.g., create posters, memos, letters, advertisements, presentations.	*Students will:* • organize information gathered from the Internet, or another electronic source, by selecting and recording the data in logical files or categories • communicate effectively through appropriate forms, e.g., speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • recognize the purpose and uses of copyright legislation • identify methods used to protect personal identity; e.g., FOIP • identify risks to their health and safety that result from the improper use of technology; e.g., ergonomics • recognize the hazards related to Internet use and Web page content.	*Students will:* • discuss the consequences of misrepresenting information • recognize the importance of a clean and organized work station • identify procedures for the safe set-up and installation of electrical equipment.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • understand how to apply basic computer operations • identify the procedures for cutting, copying and pasting information and graphics to enhance documents and presentations • discuss the use of tables and charts to display information and data • identify the procedures for navigating within a document, CD or other software program that contains links • identify the procedures for accessing images, e.g., clip art, to support communication • describe the use of placement, font and colour to emphasize information.	*Students will:* • develop computerized presentations that include text, data, graphics, sound and animation elements • identify what elements to include in presentation pages; e.g., text, graphics, links and anchors • discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound • research the characteristics of an effective Web page • outline the key purposes of Web pages; e.g., identify the target audience • access information on the creation of Web pages • identify the procedures used to design, create and present a basic Web page • describe how to create hyperlinks that link to other pages in the document and to Internet pages online • identify potential layout improvements.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Student will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • integrate information from a database into a text document; e.g., survey data, statistics • display data using a variety of media • create visual images, e.g., posters, advertisements, for particular audiences and purposes by using such tools as paint and draw programs • use placement and colour to emphasize information • use peripherals, including printers and scanners, to produce documents; e.g., brochures, flyers, posters • navigate within a document, CD or other software program that contains links.	*Students will:* • organize information effectively • apply effective decision-making strategies when using the Internet • produce a short presentation by identifying the project, designing a storyboard, determining the components (e.g., text, sound, graphics, video, animation), collecting the required support resources and presenting the completed work • integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document • navigate the Internet, using appropriate software • lay out a Web page, incorporating design elements • use software to create a Web page • navigate and create hyperlinked resources • connect and use audio, video and digital equipment • comply with copyright legislation.

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KNOWLEDGE AND EMPLOYABILITY
CONSTRUCTION
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Construction
Unit A: Layout, Design and Drafting
Unit B: Woods
Unit C: Metals
Unit D: Plastics
Unit E: Electricity

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: LAYOUT, DESIGN AND DRAFTING

Students will complete a variety of projects/activities to investigate the nature of layout, design and drafting applications when working with applicable materials. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working in layout, design and drafting
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to layout, design and drafting.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks

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General Outcomes	Specific Outcomes
	• demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify occupations that use technical drawings and drafting skills • identify the personal knowledge, skills and attitudes required in drafting and design occupations.	*Students will:* • identify employer expectations and the work habits that meet those expectations • identify job opportunities within the field of drafting and design; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • use basic systems of imperial and metric measurement • make calculations based on information provided on drawings; e.g., bill of materials • identify technical writing conventions; e.g., upper case.	*Students will:* • convert between imperial and metric measurement systems • add object and dimension lines to drawings.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in the use of all tools, equipment, materials and supplies used in drafting and design • identify appropriate Workplace Hazardous Materials Information System (WHMIS) information.	*Students will:* • recognize the requirement to properly dispose of hazardous materials and clean up the work area.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • examine samples/examples of multiple-view drawings • identify basic drafting tools • recognize the uses of, and differences between, isometric and orthographic views • identify software and computer applications for technical drawings; e.g., computer-aided design (CAD).	*Students will:* • examine examples of isometric and oblique drawings as found in industry • view simple and complex drawings as found in industry • view and identify components from assorted drawings • interpret basic symbols.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • sketch views of simple objects and shapes, using grid paper • take measurements from a drawing • add sketched dimensions to three-view sketches • use grid paper with a preprinted border and title block • use basic drafting instruments; e.g., a T-square and set squares • draw a three-view drawing of a simple object • demonstrate the proper technical writing conventions when completing isometric and orthographic sketches; e.g., title block.	*Students will:* • sketch isometric drawings of simple objects, using grid paper • construct borders and title blocks • draft simple isometric and orthographic drawings, using proper drafting techniques • transfer an isometric drawing to an orthographic sketch • demonstrate the ability to draw 3-D objects.

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UNIT B: WOODS

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with wood. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with wood and woodworking tools
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to working with wood and wood products.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Student will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the woodworking industry • identify local job opportunities in the woodworking industry • identify the personal knowledge, skills and attitudes required in woodworking occupations • identify the appropriate dress and appearance required in the woodworking field.	*Students will:* • investigate careers involving wood and wood products; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • use basic systems of imperial and metric measurement • produce accurate bills of materials • identify and apply safety protocols.	*Students will:* • use and convert between imperial and metric measurement systems • produce an accurate bill of materials • identify and apply safety protocols • complete bills of materials • use problem-solving skills in woodworking situations.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in all activities when working with wood • identify appropriate WHMIS information • identify appropriate personal protective equipment (PPE).	*Students will:* • identify and use basic woodworking tools, equipment and materials safely and correctly • describe the safety precautions associated with finishing products • recognize the requirement to properly dispose of hazardous materials and clean up the work area • identify the correct operation of woodworking machines.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • describe and use simple layout and design procedures when working with wood • identify simple hand tools • identify the adjustable or variable parts of tools and machines • examine cutting tools to determine the cutting principle they address • compare the uses and prices of various types of wood • classify woods; e.g., softwoods, hardwoods • describe the basic dimensional sizes of lumber • identify and describe the use of different types of abrasives • describe how and when to use various fastening devices • recognize the types and uses of clamps • discuss the types and uses of glues and adhesives • describe proper gluing procedures • discuss the reasons for finishing and the types of sandpaper and finishes to use.	*Students will:* • identify types of wood and wood terms; e.g., hardwood, softwood, plywood, solid stock, masonite, particleboard, chipboard, oriented strand board (OSB), medium density fibreboard (MDF), sheathing • interpret simple orthographic project drawings • demonstrate how and when to use various fastening devices • identify power and stationary equipment • describe how the adjustable or variable parts of tools and machines affect the cutting process; e.g., speed, pressure, direction, sharpness, support • describe the factors involved in the finishing process; e.g., cleanliness, temperature, humidity • recognize the components of a cutting list.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate positive safety attitudes and procedures • use woodworking tools correctly and safely • use simple measurement and layout tools to measure and mark out saw cuts and centres for holes; e.g., rule, scriber, compass, protractor, sliding T-bevel, marking gauge, combination square, try square	*Students will:* • demonstrate safe procedures in all activities when working with wood • use vises and clamps to hold wood for woodworking operations; e.g., when sawing, drilling, sanding • use assorted abrasives and files appropriately • use assorted fastening devices and methods appropriately • use a variety of techniques to apply paint, varnish and other finishes

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• use a variety of woodcutting tools and clamp wood for woodworking operations; e.g., sawing, drilling, sanding • drill holes in wood; e.g., small holes, pilot holes, countersink • shape corners on wood • cut grooves or slots in wood; e.g., dado and rabbet joints • use adhesives to join pieces of wood • use fasteners to assemble a wood project • sand and smooth wood • use techniques to finish wood; e.g., paint, varnish.	• select appropriate tools for cutting wood • select appropriate boring tools to meet project requirements • select appropriate fasteners to meet project requirements • demonstrate the correct operation of woodworking machines • demonstrate finishing procedures; e.g., sanding, polishing, buffing.

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UNIT C: METALS

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with metals. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with metals
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to working with metals.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the metalworking industry • identify the personal knowledge, skills and attitudes required in metalworking occupations.	*Students will:* • investigate careers involving metals and metal products; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • produce accurate bills of materials • use basic systems of imperial and metric measurement.	*Students will:* • use imperial and metric systems of measurement • interpret and use a chart of fractions and decimal equivalents • produce accurate bills of materials.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in all activities when working with metals and materials • identify appropriate WHMIS information • identify appropriate personal protective equipment (PPE) • identify and use, safely and correctly, basic metalworking tools.	*Students will:* • describe the safety precautions associated with finishing metals • recognize the requirement to properly dispose of hazardous materials and clean up the work area • demonstrate positive safety attitudes and procedures when working with metals.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • describe and use simple layout and design procedures when working with metal • interpret simple project drawings • identify basic metal-cutting and shaping tools • identify basic metal-fastening procedures • recognize the reasons for finishing and the factors affecting finishing choices; e.g., cleanliness, temperature, humidity • identify the characteristics, properties, common uses, sizes and shapes of commonly used metals.	*Students will:* • identify finishing procedures; e.g., primer, spray, brush-on, plastic, lacquer, sanding, polishing, buffing • recognize metals as ferrous and nonferrous • select appropriate metal-fastening devices; e.g., rivets, bolts, self-tapping screws, spot welding and soldering • identify the types and uses of abrasives • select the proper finishing technique/material • recognize the components of a metals cutting list • examine cutting tools and machines to identify which cutting principle is most common.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • use layout and measurement tools; e.g., steel rule, scriber, compass, protractor, centre punch, combination square, try square • lay out a pattern on sheet metal • cut sheet metal using shears and snips • use a variety of techniques to bend and form metal; e.g., jigs, moulds, blocks, file and sand edges, drill holes • punch holes in sheet metal • insert and set rivets • fasten/clamp a work piece properly while altering its shape.	*Students will:* • finish sheet metal surfaces; e.g., grind, sand, burnish, buff and polish • shape sheet metal, using forming machines; e.g., a brake, form rollers, metal bender • select the appropriate metal for a project • demonstrate the appropriate use of metal-fastening devices; e.g., rivets, bolts, self-tapping screws, spot welding and soldering • use a variety of cutting tools; e.g., hacksaws, files, chisels, drills, taps and dies, engine lathe, drill press, shaper, milling machine, grinder, shear, portable drill.

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UNIT D: PLASTICS

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with plastics. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when working with plastics
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to working with plastics.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the applications and uses of plastics in industry • identify various occupations in the plastics industry • identify the personal knowledge, skills and attitudes required in plastics occupations.	*Students will:* • identify employer expectations and the work habits that meet those expectations • investigate careers involving plastics and plastic products; e.g., – types of jobs – job locations – training required – salary expectations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • demonstrate effective oral and written communication skills • produce accurate bills of materials.	*Students will:* • use imperial and metric systems of measurement • complete work orders and related paperwork successfully • read and interpret various types of drawings; e.g., appropriate blueprints, work drawings, service and repair manuals, and bulletins • produce accurate bills of materials.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • recognize the hazards present when working with plastics • identify the basic tools, equipment and materials used when working with plastics • follow safe procedures in all activities when working with plastics • identify appropriate WHMIS information • identify appropriate personal protective equipment (PPE) • identify uses of HOT signs.	*Students will:* • explain the hazards present when working with plastic • recognize the requirement to properly dispose of hazardous materials and clean up the work area • demonstrate the proper handling of hazardous materials • demonstrate the proper disposal of hazardous materials • recognize the need for, and the applications of, HOT signs.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • recognize that plastics are man-made materials • describe briefly the basic principles involved in the production of plastics • identify resin/catalyst mix plastic materials; e.g., polyester resins, epoxy, fibreglass • identify thermoplastic materials • identify simple resin-casting moulds • interpret simple drawings • identify and use equipment to reshape thermoforming plastics • identify and use simple hand tools when working with plastics • identify nonchip-removal tools; e.g., shears, snips, hot wire • identify and use chip-removal and separation tools and equipment; e.g., handsaw, file, band saw, sander, buffer, scoring blade.	*Students will:* • identify various casting and/or moulding procedures • identify adhesives; e.g., epoxy, contact cement, silicone • identify and use available bonding processes; e.g., solvent cement • identify and use mechanical fasteners; e.g., screws, bolts, plastic hinges • describe simple layout and design procedures used when working with plastics • classify the separating tools and equipment used, according to the process of: – sawing – drilling – turning – milling – abrading – shearing.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • use measurement and layout tools; e.g., rulers, scribers, compasses, protractors, combination squares, try squares • lay out, cut, file, sand and buff sheet acrylic plastic • drill holes in plastic • create a thermoplastic project, using a jig • demonstrate proper techniques for thermoplastic finishing.	*Students will:* • complete simple drawings • select measurement and layout tools and demonstrate their use • demonstrate the correct procedures for preparing moulds in casting or forming plastics • use decorative processes; e.g., hot stamping, screen printing, engraving • demonstrate casting and moulding techniques • join pieces of plastic using mechanical fasteners.

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UNIT E: ELECTRICITY

Students will complete a variety of projects/activities to investigate the nature and applications of tools, equipment, materials and safety when working with electricity. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with electricity
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to working with electricity.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the electrical industry • identify the personal knowledge, skills and attitudes required in electrical occupations • recognize the importance of the electrical systems used in modern society.	*Students will:* • investigate careers involving electricity and electrical products; e.g., – types of jobs – job locations – training required – salary expectations • identify the personal knowledge, skills and attitudes required in electrical occupations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • read a schematic diagram of a circuit and identify the illustrated components • draw a schematic diagram for a simple circuit, using the appropriate symbols • show a basic understanding of Ohm's law.	*Students will:* • make calculations based on Ohm's law.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in all activities when working with electricity • identify appropriate WHMIS information • identify personal protective equipment (PPE).	*Students will:* • develop safe habits and attitudes while working with electrical and electronic tools, equipment and supplies • recognize the requirement to properly dispose of hazardous materials and clean up the work area.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • develop an understanding of basic electrical principles and components • interpret electrical symbols and diagrams to understand electrical circuits • list examples of electrical devices used to produce heat • list examples of electrical devices used to produce light • list examples of electrical devices used to produce rotary motion; e.g., motor • list examples of electrical devices used to produce linear motion; e.g., solenoid • conduct experiments with coils of wire and magnets to demonstrate the production of electricity • describe the operation of a simple motor; e.g., voltage versus speed and torque, current versus speed and torque, load (resistance to rotation) versus speed • describe a household furnace thermostat circuit.	*Students will:* • match components to schematic symbols; e.g., bell, buzzer, cell, battery, coil, transformer, bulb • demonstrate thermocoupling by twisting two dissimilar wires together and heating them; e.g., copper/iron, copper/aluminum, copper/zinc • describe a telephone circuit • describe a simple sound system • explain the electrical production and distribution system; e.g., from a generator to home use • identify electrical and electronic components, symbols and diagrams.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • measure a current produced by a cell, a battery, a thermocouple and a solar cell • take measurements of simple circuits, using volts, amps and ohms • make simple wire splices; e.g., pigtail, western union, tap • use single-function measuring instruments to make electrical measurements under controlled conditions • connect a simple circuit; e.g., switches, cells, battery, fuse, relay, photo cell, resistors, lights, transformer, coil.	*Students will:* • solder wire and components • install plugs on the ends of extension cords • use an ohmmeter to measure resistors within a circuit • inspect electrical hand tools for adherence to electrical safety standards; e.g., plugs, cords, cleanliness, casings • connect small components to form a simple test circuit • measure voltage using a voltmeter • build series and parallel circuits • connect bells, buzzers and lights in series and in parallel • connect cells in series and in parallel to form batteries.

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KNOWLEDGE AND EMPLOYABILITY
FABRICS
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Fabrics
Unit A: Basic Sewing

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: BASIC SEWING

Students will complete a variety of projects/activities to develop competencies in safety, selecting fabrics, sewing by hand and machine, working with patterns, and maintaining and repairing clothing and fabrics. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with fabrics
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to sewing.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the fabrics industry • identify the personal knowledge, skills and attitudes required in fabrics occupations.	*Students will:* • identify related job opportunities in the community • investigate careers in sewing occupations; e.g., – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • select an occupational focus to explore in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • demonstrate competence in the use of mathematical applications related to employment; e.g., measurements • list, define and use sewing terms • demonstrate an ability to read, comprehend and use written materials; e.g., graphs, charts and displays.	*Students will:* • take the basic measurements required for a selected project • calculate the pattern size and quantity of material as required.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify safe practices in the work environment • identify and demonstrate safe practices with hand-sewing tools; e.g., sewing needles, cutting tools.	*Students will:* • demonstrate the safe handling and operation of sewing equipment; e.g., sewing machine, pressing equipment • demonstrate awareness of the safety procedures to follow when using equipment in the work environment • promote safe use practices and safety awareness to others.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify hand-sewing tools and techniques; e.g., stitches, buttons, needles • identify different types of fabric; e.g., cotton, wool, polyester • identify the purposes and procedures for ironing and pressing • identify and explain the functions of the main parts of a sewing machine • identify the correct selection of sewing-machine and hand-sewing needles.	*Students will:* • identify patterns and their uses • describe information found on pattern envelopes and pattern instruction sheets • describe how to choose the pattern layout according to view, pattern size, fabric width and nap • identify a variety of fabrics, their characteristics and their uses; e.g., strength, stretch, wearability, weight • describe the factors that determine the suitability of a fabric for a specific pattern • recognize that the fabric determines the placement of a pattern • describe the factors that determine the suitability of fabrics for specific functions • describe how to straighten fabric grain.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate safety consciousness when working with sewing tools and machinery • demonstrate basic hand-sewing techniques; e.g., threading needles, hemming, attaching buttons • demonstrate attention to detail and follow instructions to accurately complete sewing tasks • demonstrate correct ironing and/or pressing techniques • demonstrate the basic use of a sewing machine to join fabrics together	*Students will:* • demonstrate an understanding of patterns and their uses • demonstrate proper material preparation, measurement and cutting techniques • make correct settings and adjustments on machines • use terms to identify and describe information found on a pattern sheet • alter simple patterns, as required, and pin and cut accurately • demonstrate the ability to meet standards for sewing tasks • demonstrate adaptability and perseverance when working with fabrics

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• demonstrate cooperation when working with a group or sharing tools and materials • apply appropriate strategies to transfer pattern markings to fabric • alter simple patterns, as required, and pin and cut accurately • apply techniques for managing fabric ends; e.g., straightening, folding.	• demonstrate appropriate problem-solving skills, attitudes and communication skills when working individually and as members of a team • demonstrate basic competencies by assembling simple sewing projects; e.g., lunch bag, tote bag, pillow/cushion, hair accessories, tool caddy, windsock, hat, vest • demonstrate appropriate pressing and ironing techniques, as required • develop a plan of action to create a basic sewing project • assess their sewing project and process and their personal performance.

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KNOWLEDGE AND EMPLOYABILITY
FOODS
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Foods
Unit A: Basic Cooking
Unit B: Snacks and Convenience Foods
Unit C: Basic Baking

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: BASIC COOKING

Students will complete a variety of projects/activities to develop competencies in cooking safety, the use of techniques and tools when cooking for one or many, nutritional information and meal planning. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of cooking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the foods industry • identify the personal knowledge, skills and attitudes required in foods occupations.	*Students will:* • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to cooking, preparing and serving food • investigate careers in cooking occupations; e.g., – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • demonstrate accurate estimations and calculations when working with ingredients • recognize measurement units in metric and imperial systems • calculate and set appropriate time ranges for basic cooking tasks.	*Students will:* • identify and calculate quality, yields and portions • use appropriate terminology to describe tools, equipment and foods.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify food-related Workplace Hazardous Materials Information System (WHMIS) symbols and Hazardous Household Product Symbols (HHPS) • identify the safe and effective uses of cooking tools and equipment	*Students will:* • demonstrate knowledge of a food preparation facility, relevant safety expectations and the safe use of equipment and tools; e.g., ranges, microwaves, small appliances, knives • demonstrate kitchen safety, including the prevention and treatment of injuries; e.g., cuts, burns, electric shock

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• identify hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas • describe strategies to demonstrate knowledge of the safe handling and storage of foods; e.g., cooking at high temperatures, storing at cool temperatures.	• discuss the consequences of unsafe food preparation and storage practices; e.g., food-borne illnesses, loss of employment, business closures • identify and correctly interpret hazardous product symbols; e.g., WHMIS and HHPS.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • describe and assess their personal food choices in relation to *Canada's Food Guide to Healthy Eating* and other reliable and appropriate guidelines • describe the techniques and procedures for appropriate handling and storage of food.	*Students will:* • describe the effects of nutrition on appearance, athletic ability and mental alertness • identify cutting and slicing techniques • identify tools, equipment and foods through the use of appropriate terminology.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate familiarity with kitchen and laboratory routines • apply basic skills and knowledge while planning, preparing and evaluating a variety of food products and preparation strategies • demonstrate knowledge of food preparation and storage safety • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving • demonstrate hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas • apply strategies to demonstrate knowledge of the safe handling and storage of foods; e.g., cooking at high temperatures, storing at cool temperatures.	*Students will:* • complete and present appropriate projects that demonstrate skills in the making of meals and the completion of recipes • incorporate nutritional factors into meal planning • demonstrate the safe use of equipment and tools; e.g., ranges, microwaves, small appliances, knives • demonstrate kitchen safety; e.g., the prevention and treatment of injuries • use accepted recipe terminology when planning, preparing and evaluating basic foods.

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UNIT B: SNACKS AND CONVENIENCE FOODS

Students will complete a variety of projects/activities to investigate cooking safety, the use of techniques and tools, nutritional information and personal decisions about selecting snacks and convenience foods. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of cooking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the foods industry • identify the personal knowledge, skills and attitudes required in foods occupations • identify the production process of snacks and convenience foods • identify types of convenience foods • identify franchises in the fast food industry • locate local examples of the fast food industry.	*Students will:* • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to cooking, preparing and serving food • investigate careers in cooking occupations; e.g., – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • summarize knowledge gained by studying fast foods and convenience foods; e.g., – read labels on food packaging – calculate calories in relation to the time or activities needed to burn them off.	*Students will:* • develop conclusions about the role of fast foods and convenience foods in their personal lifestyle • identify the ratios of fats, proteins and carbohydrates in selected fast food/convenience food items.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving a variety of snacks and convenience foods • demonstrate hygienic routines; e.g., personal hygiene and the sanitation of equipment and work areas.	*Students will:* • demonstrate knowledge, skills and techniques for the safe and sanitary handling of the tools and equipment used in food preparation; e.g., ranges, microwaves, small appliances, knives

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
		• demonstrate kitchen safety, including the prevention and treatment of injuries; e.g., cuts, burns, electric shock • identify and interpret hazardous product symbols; e.g., WHMIS and HHPS.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • describe and assess their personal food choices in relation to *Canada's Food Guide to Healthy Eating* and other reliable and appropriate guidelines • describe the techniques and procedures for appropriate handling and storing of food • describe what constitutes a snack and the factors that affect snack choices • describe what constitutes a convenience food and the factors that affect convenience food choices • compare various snacks and convenience foods.	*Students will:* • discuss snacks and convenience foods in relation to the guidelines in *Canada's Food Guide to Healthy Eating*; e.g., nutritional value, cost, skill level required, environmental issues • identify and discuss the characteristics of various commercial fast food outlets; e.g., advertising and marketing techniques, laws regarding safety and sanitation in commercial food service, nutritional values, specialized equipment • describe the role that snacks, appetizers and other convenience foods play in society; e.g., activities, hospitality • describe a variety of positive and negative impacts that snacks have on nutrition and wellness • interpret information provided on convenience and other food packaging • develop a personal plan to select/prepare appropriate snacks, appetizers and convenience foods.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate familiarity with kitchen and laboratory routines • complete and present appropriate projects that demonstrate skills in making snacks and convenience foods; e.g., mixes (muffins, cookies, beverages, pizza, cakes), partially prepared foods (pizza crusts, burger or chicken patties, vegetarian burgers, fish sticks, cookie dough), prepared foods (dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants) • demonstrate appropriate problem-solving skills, attitudes and communication skills when working individually and as members of a team.	*Students will:* • identify nutritional values when preparing foods • demonstrate and apply basic skills and knowledge while planning, preparing and evaluating a variety of food products and preparation strategies.

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UNIT C: BASIC BAKING

Students will complete a variety of projects/activities to develop competencies in baking safety, the use of techniques and tools, nutritional information and personal decisions about selecting baked goods. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of baking equipment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the baking industry • identify the personal knowledge, skills and attitudes required in foods and baking occupations.	*Students will:* • identify related job opportunities in the community • identify the personal knowledge, skills and attitudes required in occupations related to baking, preparing and serving food • investigate careers in baking occupations; e.g., – types of jobs – job locations – training required – salary expectations • identify a range of related courses available in senior high school • document their interests, aspirations and appropriate career choices in their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • demonstrate accurate estimations when working with baking ingredients • calculate and set appropriate time ranges when baking various products.	*Students will:* • recognize the need for accuracy in measuring ingredients and timing the baking process.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • demonstrate the safe and correct use of the tools and equipment used to bake a variety of products; e.g., electric mixer, blender, food processor, bread machine, a variety of ovens • wear appropriate personal protective equipment (PPE); e.g., oven mitts.	*Students will:* • identify the proper sanitation and cleaning practices for tools and equipment and for the preparation and kitchen areas.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • describe and assess their personal food choices in relation to *Canada's Food Guide to Healthy Eating* and other reliable and appropriate guidelines • examine the characteristics and functions of key baking ingredients; e.g., flour, fats, sugars, liquids, eggs, leavening agents, flavouring.	*Students will:* • identify and discuss nutritional factors related to baked products • describe the preparation methods used for cookies, quick breads and cakes.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate and apply basic skills and knowledge when planning, preparing and evaluating basic food preparation strategies and products • demonstrate correct preparation methods and knowledge of the role of key ingredients in the production of a variety of products • select, complete and present appropriate projects that demonstrate skills in making meals and completing recipes.	*Students will:* • demonstrate appropriate skills and techniques in the preparation of baked products; e.g., accuracy in measuring/scaling, correct mixing procedures, appropriate pan preparation, proper baking procedures and determining doneness • prepare a variety of baked products and evaluate their personal performance and the product quality.

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KNOWLEDGE AND EMPLOYABILITY
HORTICULTURE
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Horticulture
Unit A: Soil Preparation, Plants and Planting
Unit B: Turf/Grasses
Unit C: Landscaping

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: SOIL PREPARATION, PLANTS AND PLANTING

Students will complete a variety of projects/activities to develop competencies in soil preparation and the planting of a variety of vegetation. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with soil, plants and the planting process
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to soil, plants and the planting process.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks

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General Outcomes	Specific Outcomes
	• demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the horticulture industry; e.g., landscaper, florist, greenhouse worker • investigate local horticultural job opportunities.	*Students will:* • select a career in the field of horticulture, e.g., investigate jobs in floristry, landscaping, gardening and greenhouse operation, and research: – types of jobs – job locations – training required – salary expectations – job responsibilities • identify available senior high school courses related to horticulture.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • measure amounts of plant food, soil mixtures and fertilizers • calculate the amount of concentrate needed to prepare a plant food solution, according to a proportion given on a label.	*Students will:* • draw and label the anatomy of a flower • draw and describe the life cycle of a plant; e.g., annuals, perennials, biennials • estimate the ratio of soil modifiers needed when preparing soils for seedlings and plants.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in the use of tools, equipment and materials in soil preparation work within a shop environment • identify Hazardous Household Product Symbols (HHPS) and Workplace Hazardous Materials Information System (WHMIS) symbols on fertilizer packages.	*Students will:* • follow safe procedures in the use of tools, equipment and materials for planting, transplanting and general maintenance • identify HHPS and WHMIS symbols on fertilizer packages.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify soil components to determine their effects on plant growth • recognize various soil types • describe the effects of tilling the soil • explain soil pH factors for soil preparation and use • differentiate among many sources of soil nutrients; e.g., fertilizer, biosolids • explain composting procedures • discuss the benefits and uses of composting • explain the need for light, water and nutrients for plant growth; e.g., amounts required.	*Students will:* • distinguish among types of plants; e.g., herbaceous, trees, shrubs and vines • identify the parts of a plant; e.g., root, stem, leaf, flower • explain how the parts of a plant function within a system • explain how climate and seasonal changes affect plants • differentiate among annuals, biennials and perennials • recognize and differentiate between common flower and tree varieties • identify plants that are common or native to Alberta • differentiate between deciduous and coniferous tree types • explain the types, functions and safe use of plant maintenance equipment • discuss the benefits of tree maintenance; e.g., pruning, pinching, weeding, fertilizing.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • show care and attention when working with plants • use and maintain gardening tools and equipment correctly and safely; e.g., shovel, spading fork, rototiller • determine which tools will be most effective when working on different kinds of projects • determine how much water plants need and when the watering should take place.	*Students will:* • develop customer service skills; e.g., plant sales • demonstrate the ability to work courteously and effectively with the public, direct the work of others and provide information to customers; e.g., plant sales • recognize various plant varieties and species native to Alberta • demonstrate knowledge of planting and transplanting • demonstrate knowledge of plant maintenance • practise proper planting procedures for a variety of plants or flowers

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
		• perform seasonal plant and tree maintenance • develop a plan to maintain and care for a variety of plants • assess plant ailments and try different corrective actions.

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UNIT B: TURF/GRASSES

Students will complete a variety of projects/activities to develop competencies in planting, preparing and maintaining turf/grasses. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with turf and grasses
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to grow and maintain turf/grasses.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the lawn care industry • investigate local employment opportunities in lawn care • identify the personal knowledge, skills and attitudes required in lawn care occupations.	*Students will:* • identify the knowledge, skills and attitudes needed to be successful in a lawn care environment; e.g., good customer service skills, the willingness to work long hours during the busy season, the ability to work independently or as part of a team, the ability to adapt to new situations and solve problems as they arise, a willingness to work with their hands • investigate careers in occupations involving turf care and maintenance; e.g., – types of jobs – job locations – training required – salary expectations.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • read and interpret seeding and fertilizing information from manuals and packaging • calculate the sod requirements for a given area • use metric and imperial measurements.	*Students will:* • estimate the amount of fertilizer required for lawns of various dimensions • calculate the appropriate amounts of seed or sod for a given area • locate and interpret information regarding lawn care and maintenance, using a computer.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify the types and safe use of tools and machinery for lawn care • identify possible safety hazards in turf care • wear appropriate clothing (personal protective equipment/PPE) when cutting and when using turf-care materials • identify HHPS and WHMIS symbols on relevant chemicals.	*Students will:* • dress and wear appropriate clothing and protective equipment (PPE) when working outside and when using lawn care equipment and materials • promote safe practices and safety consciousness when working in a group and when using lawn care equipment • identify and remove possible safety hazards • identify HHPS and WHMIS symbols on relevant chemicals.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • identify various tools and machinery used in lawn care • identify the different places and purposes where turf/grass is used • discuss proper lawn maintenance; e.g., watering, mowing, fertilizing • discuss sod-laying instructions and procedures • discuss the advantages and disadvantages of seeding and laying sod.	*Students will:* • identify common turf/grass species in different parts of Alberta • understand watering schedules for, and the sunlight demands of, various species of grass • understand seeding instructions and procedures • recognize the result of different mowing practices • identify the effects of fertilizing too much or too little • discuss the components of fertilizer, e.g., nitrogen (N), phosphorus (P) and potassium (K), and discuss when each is appropriate to use • describe the maintenance schedules for fertilizing, watering, mowing and winter preparation • describe the benefits of seasonal preparations and practices; e.g., raking, power raking, aerating • identify composting practices that use the waste materials resulting from lawn care and maintenance.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • perform seasonal turf maintenance; e.g., mowing, weeding • demonstrate the daily care and maintenance of lawn care tools, equipment and machinery • demonstrate proper ground preparation for the laying of sod • demonstrate safety consciousness when dealing with lawn care tools and machinery.	*Students will:* • demonstrate knowledge of turf/grass varieties in Alberta • prepare soil for seeding and seed a lawn • demonstrate proper watering practices • demonstrate proper mowing practices; e.g., cutting height, mowing direction and mowing frequency • demonstrate a regard for the environment by cleaning up waste materials and discharged plant matter • demonstrate composting practices that use the waste materials resulting from lawn care and maintenance.

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UNIT C: LANDSCAPING

Students will complete a variety of projects/activities to develop competencies in designing, producing and maintaining a landscaped area. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when working with landscaping equipment and materials
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to create and maintain a landscape.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify various occupations in the landscaping industry • identify local businesses in the landscaping field • identify the personal knowledge, skills and attitudes required in landscaping occupations.	*Students will:* • investigate the development of natural and created environments • investigate a specific job in the landscaping industry; e.g., – type of job – job location – training required – salary expectations – job responsibilities – working conditions • identify available senior high school courses related to landscaping or construction.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • use terminology from the landscaping field • demonstrate effective oral and written communication skills • read and interpret appropriate blueprints and landscape drawings.	*Students will:* • draw and explain the function of a rain barrel • create symbols to be used in a landscape design; e.g., triangle represents tree • estimate supplies, materials and labour costs • plan and design a landscape project • use appropriate measurements to scale.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • follow safe procedures in the use of tools, equipment and materials • identify possible hazards associated with developing a landscape • identify HHPS and WHMIS symbols on relevant chemicals.	*Students will:* • identify and remove potential hazards from a landscaping project • demonstrate independent, safe and proper use of landscaping equipment and materials • promote safety awareness and conscientiousness toward others when working as part of a team • identify HHPS and WHMIS symbols on relevant chemicals.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • define the term landscape • describe the most commonly used plant materials in landscaping • identify various watering methods • discuss different watering methods and their advantages and disadvantages • discuss drainage and wet soil problems; e.g., water trap • discuss basic client services involved in landscaping; i.e., application of knowledge, communication skills and safety practices.	*Students will:* • identify terminology used within the landscaping field • differentiate between a plant and a weed • recognize and name common weeds native to Alberta • discuss water collection methods; e.g., rain barrels • identify ornamental plants to select for inclusion in a landscape design • define xeriscaping • discuss proper weed control methods; e.g., cultivating, mulching, chemical use.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate good communication skills; e.g., listening and writing skills • demonstrate the ability to work independently and in a group • demonstrate knowledge of common landscaping plants and materials • demonstrate the effective use of landscaping terminology • perform general landscaping maintenance; e.g., weed control, pruning, watering • demonstrate the safe handling and maintenance of landscaping tools and equipment • choose appropriate watering methods; e.g., sprinklers, rain water, soaker hoses.	*Students will:* • show initiative and reliability when planning for and delivering client services • follow instructions for the use of fertilizers • determine appropriate watering schedules • use simple drafting techniques to construct a landscape plan • demonstrate entry-level landscape maintenance; e.g., soil preparation, planting and transplanting, trimming and pruning, mowing and watering.

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KNOWLEDGE AND EMPLOYABILITY
HUMAN CARE
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Human Care
Unit A: First Aid
Unit B: Child Care (Noninfants)

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: FIRST AID

Students will complete a variety of projects/activities to develop competencies in first aid and in the use of techniques and tools and to develop personal decisions about providing first aid. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with first aid and in emergency situations
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to first aid.

Note: Instruction must be provided by an individual with a current instructor's certificate in first aid and cardiopulmonary resuscitation (CPR). Students qualify for a Standard First Aid Certificate by meeting the qualifications as specified by the credentialling agencies; i.e., St. John Ambulance or Canadian Red Cross.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the personal knowledge, skills and attitudes required in first-aid occupations • display maturity and dependability • demonstrate an ability to communicate effectively and get along with people.	*Students will:* • identify occupations that require first-aid certification • demonstrate a proactive personal commitment toward the improvement of health and safety • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • read and comprehend manuals and instructions related to first aid • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • complete accident reports, stating details and action taken.	*Students will:* • recognize the different CPR requirements for children and adults • count and time a pulse and calculate a heart rate • maintain and count cadence when delivering CPR • complete the necessary documents for health concerns and information purposes.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify potential hazards found at home, in school or in a workplace • identify personal protective equipment (PPE) used in first aid; e.g., gloves, plastic barriers.	*Students will:* • demonstrate the principles of emergency scene management; i.e., scene survey, primary survey (ABC), secondary survey, ongoing casualty care • outline the legal implications of performing first aid (e.g., *Emergency Medical Aid Act*, permission to act) and state the principles of confidentiality • identify the safe use of first-aid kit materials; e.g., bandages, scissors.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify safety equipment associated with leisure activities; e.g., skateboarding • identify information needed for accident prevention and the handling of emergencies; e.g., family records, medical history, emergency telephone numbers • identify the roles and responsibilities of the first-aid provider • identify the components of an effective first-aid kit • outline the sequence of steps to take when arriving at the scene.	*Students will:* • explain the progressive steps in a prevention strategy; e.g., hazard, exposure, injury • outline the procedures to follow while waiting for medical help • describe the general first-aid procedures to follow for: – injury assessment – controlling bleeding – applying dressings and bandages – performing rescue breathing – removing foreign objects – alleviating choking, poisoning, burns, bites and stings, blisters, fainting, shock, hypothermia, frostbite and dehydration • describe the three phases of dealing with a hazard; i.e., identification, evaluation and control • explain the procedures and steps to follow when administering CPR • describe potential deterrents that may influence the actions of the first-aid provider; e.g., reluctance to take charge, fear of being sued, fear of infection.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • access and record the information needed for accident prevention and the handling of emergencies; e.g., family records, medical history, emergency telephone numbers • demonstrate the knowledge and skills required for basic first aid in simulated emergency situations • apply the basic skills and knowledge needed when planning for and evaluating first aid and first-aid kits.	*Students will:* • demonstrate, for a qualified first-aid instructor, the general first-aid procedures to follow for: – injury assessment – controlling bleeding – applying dressings and bandages – performing rescue breathing – removing foreign objects – alleviating choking, poisoning, burns, bites and stings, blisters, fainting, shock • demonstrate an ability to take charge and give instructions to others • demonstrate the general procedures to follow when dealing with unusual circumstances; e.g., fire • demonstrate the proper procedure to follow when administering CPR • describe a personal action plan to prevent emergency situations and injuries at home, in school and at work in the community • develop practical, safety-related knowledge, skills and attitudes and obtain certification in emergency first aid; i.e., through St. John Ambulance or Canadian Red Cross.

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UNIT B: CHILD CARE (NONINFANTS)

Students will complete a variety of projects/activities to develop competencies in child care; e.g., strategies and personal decisions about providing child care. They will add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with children
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to child care.

Note: Students qualify for a baby-sitting certificate by meeting the competencies as specified by the credentialling agencies; i.e., St. John Ambulance or Canadian Red Cross.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the personal knowledge, skills and attitudes required in child-care occupations • identify the duties and responsibilities of a child-care worker • identify child-care services within the community • describe personal competencies related to the provision of child care • show a personal plan of action that will promote effective child care.	*Students will:* • investigate child care as a business; e.g., – types of jobs – how to get a job – reference checks – training required – job locations – transportation – salary expectations • identify relevant senior high school courses • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • create a checklist of duties or responsibilities • locate information from directories • read notes and instructions from their parents • inform their parents of their activities and concerns in a professional manner.	*Students will:* • create a contract document for all parties to sign • list questions to ask employers/parents • calculate wages and time worked • complete a log of their activities.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • describe strategies child-care providers/baby-sitters can use to ensure personal health and safety; e.g., childproof the home, family fire-escape plan, telephone numbers • identify transportation concerns • identify possible safety concerns with the toys and equipment used in child care.	*Students will:* • explain how to create safe inside and outside environments; e.g., childproof the house, family fire-escape plan • identify community contacts and agencies that provide assistance and guidance • identify basic safety procedures • describe and/or demonstrate the procedures for accident prevention and the handling of emergencies.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • access emergency health-care information; e.g., baby-sitter safety course materials • identify the rights and responsibilities of the baby-sitter/caregiver, the baby-sitter's family and the employer • list strategies to make eating and drinking safe and enjoyable for toddlers, preschoolers and children five to ten years of age • identify the basic personal attributes required when working with children • identify safe and appropriate toys, activities and equipment for children from two to ten years of age • identify the ethical procedures and practices to follow when looking after children in someone's home.	*Students will:* • demonstrate knowledge of how and when to access appropriate emergency services; e.g., 911 • identify common child-care problems and evaluate possible solutions; e.g., tantrums, aggression, fighting, shyness, fears • identify the personal knowledge, skills and attributes required for child care; e.g., – food selection and nutrition – safe and appropriate play activities – appropriate clothing and child safety equipment – strategies for handling minor injuries – common-sense protocols for dealing with emergencies.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • use the basic personal attributes required when working with children; e.g., calm and consistent, in control, honest and fair • demonstrate the ability to work with children; e.g., organizing meals, performing light clean-up and housekeeping duties, overseeing activities • identify general procedures for dealing with unusual circumstances; e.g., fire, illness, strangers, child abuse • demonstrate how to read children's stories • compile a list of games and activities for children in a certain age group.	*Students will:* • demonstrate the ability to deal with common child-care problems and evaluate possible solutions; e.g., tantrums, aggression, fighting, shyness, fears • demonstrate basic first-aid procedures for minor injuries; e.g., cuts, scrapes and minor burns • demonstrate the knowledge and skills required for child care; e.g., – food selection and nutrition – safe and appropriate play activities – appropriate clothing and personal protective equipment (PPE) • create a baby-sitter's coping kit • engage in an activity that is safe and entertaining

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General Outcome	Specific Outcomes	
	Level 1	**Level 2**
		• describe and role-play acceptable bedtime routines • develop a personal plan of action that will promote effective child care • set job expectations with an employer.

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KNOWLEDGE AND EMPLOYABILITY
WORKPLACE READINESS
GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Workplace Readiness
Unit A: Personal and Workplace Safety
Unit B: Employment Exploration
Unit C: Acquiring a Job
Unit D: Keeping a Job

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/ recognition from community members.

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UNIT A: PERSONAL AND WORKPLACE SAFETY

Safety is emphasized and incorporated throughout the Knowledge and Employability occupational component. The safe use of equipment and materials, and general home, community and workplace safety, are integral to the courses. Each course includes outcomes on basic safety rules and guidelines that are to be emphasized and applied when students are handling and using all tools, equipment, materials and supplies. Students will also assess safety procedures in school, at home and in the workplace and will add samples, photographs and other evidence of their progress to their career portfolios.

The compilation of safety outcomes in this unit has been provided for the convenience of teachers. These outcomes support teachers in delivering health and safety information to students to prepare them for successful entry into a workplace. The outcomes also support teachers in planning for the delivery of safety instruction and for the inclusion and reinforcement of safety throughout all activities in the Knowledge and Employability occupational component.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with personal and workplace safety
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to safety.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks

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General Outcomes	Specific Outcomes
	• demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • develop appropriate safety attitudes while working with tools, equipment, materials and supplies at home, in school and in the workplace • identify the personal knowledge, skills and attitudes required in selected occupations • identify common safety issues for a variety of work sites.	*Students will:* • identify and describe potential career paths related to workplace safety; e.g., consult with the Workers' Compensation Board (WCB), Occupational Health and Safety (OHS), safety and health care professionals • identify national, provincial and local health- and safety-related agencies, departments and organizations • research agencies for duties and responsibilities; e.g., WCB, OHS • add samples, photographs and other evidence of safety competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • define safety terms; e.g., hazard, accident, incident, injury, unsafe act, unsafe condition • read and interpret manuals and text information related to health and safety.	*Students will:* • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • communicate information accurately in an accident report or in an accident and first-aid record book.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • recognize that accidents and injuries are caused by a variety of circumstances (e.g., human error and/or equipment malfunction) and can be prevented • recognize safety hazards in school, in the home or in a workplace.	*Students will:* • describe the potential consequences of hazards left unaddressed • identify safety regulations as outlined in the school policy • identify basic in-school emergency procedures; e.g., fire drill, school lock down.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)**	
	Students will: • identify health and safety information sources related to personal safety • define worker and employer • identify the health and safety responsibilities of employers and supervisors in the workplace • identify the rights of the worker and identify workers' responsibilities to themselves and others in the workplace • identify the regulations of the *Occupational Health and Safety Act* • identify common hazards found in the workplace • identify the four main types of hazards; i.e., chemical, physical, biological, ergonomic • describe workplace practices designed to prevent the four main types of hazards • explain the progressive steps in a prevention strategy; i.e., hazard, exposure, injury • explain what information must appear on a Workplace Hazardous Materials Information System (WHMIS) label.	*Students will:* • describe the three phases of dealing with a hazard; i.e., identification, evaluation and control • demonstrate understanding of WHMIS • explain the basic purpose of WHMIS legislation • identify the four components of WHMIS • explain WHMIS information and what each symbol means • recognize and explain Hazardous Household Products Symbols (HHPS) • explain the similarities and differences between WHMIS symbols and HHPS • explain the terms and importance of WHMIS and HHPS • describe how WHMIS is applied in the workplace • identify ways workers can receive information about chemical hazards • identify the direct and indirect personal costs of injuries.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • demonstrate and apply basic safety habits, skills, attitudes and knowledge when planning, preparing, completing and/or evaluating activities at home, in school or in the workplace • wear safe clothing and personal protective devices as required • recognize WHMIS symbols and HHPS.	*Students will:* • demonstrate a proactive personal commitment toward the improvement of health and safety • demonstrate basic health and safety practices; e.g., burn prevention, use of personal protective equipment (PPE), back care • recognize WHMIS symbols and HHPS • take steps to remove hazards where and when appropriate.

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UNIT B: EMPLOYMENT EXPLORATION

Students will complete a variety of employment exploration projects and activities to develop competencies when researching jobs, identifying their own strengths and gaining knowledge about post-secondary learning and graduation. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes
Students will:

- develop academic competencies to enhance knowledge and skills when exploring employment/ careers
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to employment exploration.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify their personal interests and abilities • relate their personal interests and abilities to career plans • explore and demonstrate the personal qualities that are needed in the workplace • acknowledge their personal qualities and determine a match to specific occupations • use the Alberta Learning Information Service (ALIS) Web site to identify a broad range of options for present and future learning, employment and community involvement opportunities • identify various occupations within different industries • identify the personal knowledge, skills and attitudes required in selected occupations • identify different occupations that require different education; e.g., – on-the-job training – college or trade school – university.	*Students will:* • determine the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and environments • evaluate the impact of their personal skills and attitudes on their life and work successes • explore specific employment opportunities in terms of working conditions and benefits • investigate careers in various occupations; e.g., – types of jobs – job locations – training required – salary expectations • investigate career-planning and job-search services available through various organizations • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • identify and use terms related to careers and occupations • read and interpret information about careers and employment • identify and use different career search resources; e.g., newspaper, Internet.	*Students will:* • demonstrate effective information-gathering strategies • demonstrate the ability to organize selected career information effectively, using word-processing software • research details on options available in senior high school; e.g., apprenticeship, green certificate, Registered Apprenticeship Program (RAP).

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • recognize the importance of safety in the workplace • recognize safety concerns within different work environments • identify potential concerns with Internet research.	*Students will:* • demonstrate an understanding of how to maintain safety in the workplace • recognize employee rights and responsibilities • recognize various safety organizations and their roles in the workplace.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • compare the role of a student to that of a worker • explore how work affects an individual's personal life • explore the types of jobs held by family members, school personnel and community members • explore the products and services of local employers • understand how various organizations operate and make money • discover how interests, knowledge, skills and attitudes are related to work roles • explore various working conditions; e.g., inside/outside • explore a variety of working alternatives; e.g., contract, full- or part-time work • explore a variety of pay options; e.g., salary, commission • understand how self-employment differs from working for others • describe various forms of self-employment and the advantages and disadvantages of each	*Students will:* • recognize how academic and practical skills are transferable to a variety of work alternatives • recognize the differences between a job and a career • recognize the job search as a process • recognize the different occupations within different industries • understand the importance of planning and preparing for their life and work paths • recognize the value of short- and long-term career plans • define and describe lifelong learning • recognize the value of lifelong learning • understand how current academic performance may impact the selection of senior high school courses and employment options • explore the importance of both academic and practical skills in the workplace • identify and describe an occupational classification system; e.g., National Occupational Classification (NOC)

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• understand how academic and work skills, knowledge and attitudes contribute to achieving goals • understand how education relates to the selection of employment options, workplace training or post-secondary programs.	• identify occupational groups in an occupational classification; e.g., NOC, other systems that are of interest to them.
Students will apply concepts and skills in practical situations.	**Workplace Performance**	
	Students will: • explore how the skills, knowledge and attitudes acquired in school can be useful at home, in the workplace and in the community • explore work roles and settings of interest • demonstrate the ability to use a variety of resources to find information about learning, employment and community involvement opportunities.	*Students will:* • consult people in the industry for information resources and role models • participate in the development of a learning plan that outlines possible education and career plans • discuss how education relates to the selection of employment options, workplace training or post-secondary programs.

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UNIT C: ACQUIRING A JOB

Students will complete a variety of job acquisition projects and activities to develop competencies in finding jobs, completing applications, writing résumés, participating in interviews and developing portfolios. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when applying for a job
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to gaining employment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

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General Outcomes	Specific Outcomes
	• demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • discover how positive characteristics are the basis of a positive self-image • understand how self-image influences behaviour • identify other sources of employment information; e.g., student employment offices, Internet • demonstrate knowledge and appreciation of their personal characteristics, interests and strengths and how these relate to potential careers.	*Students will:* • discover how personal behaviours and attitudes influence the feelings and behaviours of others • discover the importance of developing a realistic and positive self-image and the consequences of developing an erroneous one • appreciate volunteering as a proactive job search or personal development strategy • explore and demonstrate the skills, knowledge and attitudes that are transferable from one work role to another • evaluate employment opportunities in terms of the working conditions, benefits and other factors that are important to them • explore the services or initiatives that support the transition from senior high school to the workforce or further education/training • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • recognize language describing employment and other opportunities and conditions • identify different sources of employment information and listings; e.g., newspapers, Internet • explore various work-search tools used to gain employment; e.g., job applications, résumés, portfolios, interviews, cover letters	*Students will:* • complete a job application form for a job of interest • gather information to complete a generic résumé; e.g., references, employment information • complete an application, cover letter and résumé for a specific employer • create effective résumés and cover letters using word-processing software

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
	• maintain and update their résumé and portfolio.	• formulate a set of questions to ask a future employer • complete a job interview with an employer, not a peer or teacher • reflect on their interview and share their experience with peers • maintain and update their résumé and portfolio.
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • recognize the importance of providing accurate information for employment purposes • identify potential hazards in a variety of workplace environments.	*Students will:* • identify the potential hazards associated with providing personal information • identify what information they should and should not provide • understand and recognize the importance of the *Freedom of Information and Protection of Privacy Act* (FOIP).
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • recognize the importance of personal appearance and following dress codes • understand the concept of personal characteristics; e.g., interests, dislikes, personal qualities, strengths and weaknesses • identify positive characteristics, skills, interests, personal qualities and strengths, as seen by themselves and others • demonstrate the skills, knowledge and attitudes required to prepare personal marketing documentation; e.g., résumés, applications • demonstrate knowledge of the job application and interview process.	*Students will:* • understand how individual characteristics, e.g., interests, skills, values, beliefs and attitudes, contribute to the achievement of goals • identify the skills they have developed through school subjects and community experiences and explain how these skills are transferable to work and other life roles • identify the components of a job application form • recognize the appropriate elements of a résumé • identify the process of a job interview and the proper conduct required • recognize the importance of being prepared for a job interview

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
		• identify the components of an effective portfolio • recognize that the Internet can be used to apply for employment as well as find employment opportunities • produce a learning plan that identifies goals for their school career that will help them meet future employment considerations.
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate the ability to explore, interpret and use information about employment opportunities • demonstrate the ability to find employment opportunities through a variety of sources • demonstrate the ability to complete generic application forms neatly and free of errors • demonstrate knowledge of effective résumé development • demonstrate knowledge of portfolio development and the portfolio process • demonstrate the employability skills, knowledge and attitudes necessary to obtain work.	*Students will:* • demonstrate the skills, knowledge and attitudes necessary for a successful interview by practising the answering of general interview questions in a mock interview environment • gather evidence and properly organize the elements of a portfolio • experience volunteering as a proactive job-search strategy • demonstrate behaviours and attitudes reflective of a positive self-image • locate and apply for a local employment opportunity • inquire about various job listings to research information about job specifications; e.g., salary, hours.

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UNIT D: KEEPING A JOB

Students will complete a variety of projects and activities to develop competencies in maintaining employment. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills to maintain employment
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to keep a job.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	*Students will:* • demonstrate effective oral and written communication skills • demonstrate an understanding of basic occupational terminology • use appropriate nonverbal communication skills • listen effectively • read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins • read numbers up to four digits • add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task • identify metric and imperial units of measurement • count and make change for money up to $100 • estimate the supplies, materials and equipment required for a task • enhance literacy and numeracy skills through basic computer operations.

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BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
Students will develop work skills related to the completion of general and specific work tasks.	*Students will:* • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
Students will develop organizational skills to enhance their ability to complete work tasks.	*Students will:* • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.	*Students will:* • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
Students will develop positive workplace attitudes to enhance their knowledge and skills.	*Students will:* • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

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General Outcomes	Specific Outcomes
	• demonstrate responsibility by meeting deadlines and completing tasks • demonstrate enthusiasm and a willingness to try when attempting a task • demonstrate their commitment to improvement by accepting advice and constructive criticism • demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

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OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the employability characteristics of a successful worker.	**Career Awareness** *Students will:* • identify the behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings • examine appropriate employee–employer and client–contractor interactions in specific situations • explore the skills, knowledge and attitudes that are transferable from one work role to another.	*Students will:* • adopt the behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings • understand how academic and practical skills are transferable to a variety of work alternatives • assess, give and receive feedback on appropriate employee–employer and client–contractor interactions in specific situations • identify work roles that match their personal strengths and skills developed through academic courses, practical courses and work experience • add samples, photographs and other evidence of competence to their career portfolios.
Students will relate academic skills to occupational requirements.	**Applied Academic Skills** *Students will:* • use appropriate conversational skills • use appropriate nonverbal communication skills • demonstrate the ability to work with people who are different from themselves • identify basic money management skills.	*Students will:* • identify the need for organizational skills in the workplace • identify the stages in a simple problem-solving process; e.g., – identify the problem – formulate a plan – recognize alternative courses of action – establish desirable outcomes – identify criteria for evaluating outcomes • identify the financial implications of their personal, educational and career plans.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will understand the function and safe application of tools, equipment and materials.	**Safety** *Students will:* • identify the safety procedures of specific workplace environments • recognize the need for specific safety equipment and dress • identify safety codes and signs/symbols.	*Students will:* • explain emergency procedures and contacts • practise safety consciousness • identify potential hazards and various unsafe working environments.
Students will understand concepts and skills.	**Knowledge (Concepts and Skills)** *Students will:* • describe the roles of employers and employees • explain the concept of assertive behaviour • understand the importance of personal qualities in keeping a job; e.g., dependability, promptness, getting along with others • identify their personal strengths and limitations • recognize the importance of motivation, initiative and responsibility • identify the implications of flexible, innovative and creative behaviours • recognize the meaning and importance of self-esteem, self-praise and criticism • recognize the importance of personal appearance and following dress codes • identify and describe examples of ethical and unethical behaviour in a selected work area.	*Students will:* • become aware of their personal limitations • identify their personal goals • recognize areas for personal growth • recognize the importance of following directions • identify the components of a task • identify the importance of time management • understand the importance of working with people who are different from themselves; e.g., race, age, gender, disabilities • identify and describe professional behaviour appropriate to a selected work area; i.e., use appropriate language; wear appropriate dress; show respect and courtesy for clients and coworkers; respond appropriately to praise, complaints and criticism; focus on the task at hand without distraction; demonstrate safe and healthy work practices and clean-up procedures; use appropriate tools; follow directions and manufacturer instructions • explain the difference between intrinsic and extrinsic rewards.

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General Outcomes	Specific Outcomes	
	Level 1	**Level 2**
Students will apply concepts and skills in practical situations.	**Workplace Performance** *Students will:* • demonstrate the skills and attitudes needed to be successful in the workplace; e.g., show respect for others, display courtesy, listen effectively, attend regularly • show initiative and demonstrate enthusiasm when planning for and delivering client services • ask questions and seek help when needed • follow simple instructions • demonstrate dependability by arriving on time and completing work on schedule • maintain a well-groomed appearance • relate well to peers and adults • recognize the rights of others • exhibit pride in their personal achievements • demonstrate appropriate attitudes and skills through a job shadowing experience.	*Students will:* • demonstrate personal qualities that are needed to keep a job; e.g., dependability, promptness, getting along with others • demonstrate the ability to take responsibility for their actions • demonstrate appropriate employee–employer and client–contractor interactions in specific situations • demonstrate the effective use of personal management tools; e.g., agendas • apply a simple decision-making/problem-solving process to a task • demonstrate personal management skills, such as time management, problem solving, stress management, life/work balance • demonstrate appropriate attitudes and skills through a job shadowing experience • demonstrate the ability to accept constructive criticism.

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SECOND LANGUAGES

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Chinese Language and Culture Six-year Program

French as a Second Language Nine-year Program

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Ukrainian Language and Culture Six-year Program

FRENCH AS A SECOND LANGUAGE

INTRODUCTION

In Alberta, French as a Second Language (FSL) refers to a course sequence in which the French language is taught as a subject. Research has demonstrated that a second language is best taught between 30 and 40 minutes a day over the course of the school year to enable students to develop communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies.

Over the past four decades, the teaching and learning of second languages has seen many changes in approaches as research in language acquisition has evolved. In the 1960s and 1970s, second language programs stressed linguistic competence—the knowledge of grammatical rules governing the language. In the 1980s, second language programs placed more emphasis on communicative competence—the ability to communicate a message. In the 1990s, second language programs emphasized the importance of experiencing language in context and communicating authentic messages at varying levels of language competency.

At the beginning of the 21st century, the FSL course sequence represents the melding of previous approaches that have become the foundation for the current performanced-based curriculum. This type of curriculum delineates the way in which learners demonstrate their acquired communicative, linguistic, cultural, intercultural and strategic competence along a language competency continuum. Students use their life experiences, knowledge, skills and attitudes as a basis for developing their second language communicative abilities for real-life purposes; that is, students comprehend oral and written French, and they express and negotiate meaning, orally and in written form, in French. Since language is embedded in culture, students will also acquire cultural knowledge about various Francophone peoples in order to gain a better understanding of these cultures and their own.

This program of studies has incorporated current knowledge about second language acquisition, curriculum design, performance-based assessment, and teaching and learning experiences in the field. It differs from the 1992 program of studies in that the learner outcomes define more clearly what students are to demonstrate in terms of knowledge, skills and attitudes at each grade level.

This program of studies aims to promote in students:

- a desire to learn French for personal benefit,
- a desire to develop communicative skills in French,
- a willingness to experiment with a second language,
- a willingness to participate in a variety of learning experiences in French,

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- an acceptance and appreciation of French language learning as one of the many subject area experiences in which they engage,
- a recognition that learning French supports and reinforces knowledge and skills acquired in other subject areas,
- the acquisition of learning strategies that are also applicable to English language arts and other subject areas,
- the acquisition of language learning strategies that can be transferred to the acquisition of other languages,
- an awareness that the French language is used outside the classroom as a medium for learning and communication, and
- respect for cultural and linguistic diversity.

RATIONALE

French as a Second Language (FSL) courses provide Alberta students, and Canadian society in general, with definite benefits. By learning French, students gain both personally and academically. Society, in turn, profits from the contribution of citizens who are both bilingual and bicultural.

Student Benefits
Being able to understand and use French is an important aspect of being a Canadian and a global citizen. By learning French, students are able to develop the necessary knowledge, skills and attitudes needed to communicate in a variety of real-life contexts.

French, one of Canada's two official languages, is spoken by more than 250 million people in 33 countries around the world. It is an official language of the European Union, the United Nations and the International Olympic Committee. he ability to understand, speak, read and write French allows students to communicate with French-speaking people around the world, to understand and appreciate the history and evolution of their cultures, to benefit from travel and to develop a competitive advantage in the work force. Further, the learning of French naturally implies the learning of culture and, therefore, allows students to recognize, understand and respect cultural diversity in our society and in others.

The learning of a second language involves risk-taking and tolerating the unknown. As a result, second language learners tend to be more flexible and adaptable to new situations which is an asset in an ever-changing world.

Developing thinking skills and learning strategies is an important part of lifelong learning. By adding a second language to their repertoire of skills and knowledge, students enhance their first language development and their academic skills in general, and develop an understanding of the nature and role of language and culture in their lives. The acquisition of language learning strategies enables them to monitor, direct and transfer their language learning to new situations. Research has shown that students studying a second language perform better in other subject areas, such as mathematics and English language arts.

Societal Benefits
Albertans who are linguistically and culturally competent in French can work toward the promotion of cultural understanding and respect for diversity by breaking down cultural barriers and fostering good will and mutual respect. With increasing access to global markets and an expanding tourism industry, employees need to understand and relate to customers and business people from a variety of linguistic and cultural backgrounds, thus enhancing our province's influence and competitiveness here and abroad. A population that is linguistically and culturally competent in French cannot help but provide a multitude of services in the public and private sector, including volunteer services.

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PHILOSOPHY

Components

This French as a Second Language program of studies reflects current knowledge about second language learning, learner-centred teaching and cross-curricular integration. It is based on the premise that students acquire language knowledge, skills and attitudes over a period of time and that over time their ability to communicate grows. This program of studies is also based on the concept of a multidimensional approach to learning which reflects learner outcomes that are centred around four components: 1) language experiences, and the ability to comprehend and express ideas and negotiate meaning (***experience–communication***); 2) the linguistic elements of the French language—the sounds, written symbols, vocabulary, word order, grammatical rules and discourse features (***language***); 3) the ideas, behaviours, manifestations, cultural artifacts and symbols shared by Francophone peoples in addition to the development of intercultural skills and knowledge (***culture***); and, 4) strategies that are cognitive, socio-affective and metacognitive in nature (***language learning strategies***). Although each component is presented separately in this document, the four components and the four language skills (listening and reading comprehension, and oral and written production) are interwoven in the teaching and learning process. **All components and all skills are of equal importance**.

Fields of Experience

The program of studies is designed in such a way that the fields of experience provide the framework for language acquisition; that is, they provide the contexts for developing communicative abilities as well as linguistic, cultural, intercultural and strategic knowledge. The fields of experience represent globally the different dimensions of an individual's relationship with the environment: the physical dimension, the social dimension, the civic dimension, the intellectual dimension and the leisure dimension. The ***physical*** dimension, related to the survival of individuals and to their physical well-being, consists of fields of experience such as food, sports and exercise, health and safety. The ***social*** dimension includes fields of experience related to family, school, friends, holidays and celebrations, social life and work. The ***civic*** dimension is centred around life in society as it pertains to an individual's rights and responsibilities in areas such as consumerism and conservation. The ***intellectual*** dimension encompasses the fields of experience associated with the arts, sciences and the media. The ***leisure*** dimension focuses on experiences related to vacations, clubs and associations, outdoor life and travel. The fields of experience are organized by grade level. As such, the fields presented at one grade level are reintegrated, expanded and solidified at subsequent grade levels.

Given that the fields of experience are quite broad in nature, they have been divided into a number of subfields. This breakdown allows for a broader exploration of the field of experience and for an opportunity to enhance the knowledge and skills developed in other subfields. Therefore, within each field of experience a number of subfields have been prescribed in order to provide students with an opportunity to develop and apply their communicative and strategic skills, and their language and cultural knowledge.

In addition, many of the prescribed fields of experience and their subfields relate to other subject areas such as English language arts, mathematics, science, social studies, career and life management (CALM), career and technology studies (CTS) and health. This program of studies, therefore, is designed to enhance the learning of similar concepts taught in other subject areas or to reinforce the knowledge and skills previously acquired at any grade level.

Communication

Within the framework of the fields of experience and the subfields, students learn to communicate through the processes of comprehension, production and negotiation. ***Comprehension*** involves deriving meaning or significance from an oral or written text. ***Production*** is expressing meaning by creating oral or written texts driven by

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a context and a communicative intent, and designed to suit a particular audience. ***Negotiation*** involves an interactive process whereby participants interpret the meaning of the message and create new messages in reaction to this interpretation. Integral to these three processes are the communicative functions (e.g., requesting information, providing information) and the real-life communicative tasks to be carried out. The task indicates which language skill is being used (i.e., Listening Comprehension, Reading Comprehension, Oral Production, Written Production) and for what communicative function.

Each grade plays an important role in the development of the students' ability to understand and express themselves in French; that is, each grade is the building block for the next and subsequent grades. To facilitate this development, students need to be exposed to a variety of text types of varying degrees of difficulty which in turn will serve as models for their own productions. This means that students will need to listen to different types of authentic and adapted audio texts, such as radio announcements or television broadcasts, and read authentic and adapted written texts, such as posters, classified advertisements, newspaper articles or storybooks, in order to develop their comprehension skills. The information gleaned from these sources is then used to develop oral and written production skills. **Therefore, based on the premise that comprehension precedes and exceeds production, different skills are emphasized at different points in the learning process**.

Language

In order to carry out authentic comprehension and production tasks, students will acquire a repertoire of linguistic tools (elements) that they will use to understand others' messages and convey their own. These linguistic elements, which include sounds (pronunciation, intonation), symbols (orthography), vocabulary, grammatical rules, word order and discourse features, are prescribed for each grade and are in keeping with the fields of experience and the subfields.

The language component is divided into two sub-components: Knowledge of Language Concepts (the *savoir*) and Application of Vocabulary and Language Concepts (the *savoir-faire*). This division is based on the premise that having knowledge of vocabulary and grammatical rules differs from the application of this knowledge. Linguistic knowledge is the foundation for the development of communication skills. Upon attaining an understanding of these linguistic elements (knowledge), students continue to learn about them and their use as they carry out a variety of communicative tasks (application). To ensure that students retain this knowledge and acquire an acceptable level of linguistic competence, they will need sufficient time to rework and reuse these elements. The reworking and reuse occurs within a field of experience, within a subfield and within subsequent fields and subfields of a designated grade level and continues at higher grade levels.

It is important to note that in grades 4 through 12 students develop their vocabulary base in all linguistic areas—nouns, verbs, adjectives, adverbs, prepositions, etc. In order for students to develop a large vocabulary base, they must have extensive exposure to the French language at the listening and reading comprehension stages. This exposure provides students with access to words, phrases and grammatical structures that are meaningful to them. An ever-increasing repertoire of words and grammatical structures will allow students to become more competent users of the language.

Culture

Although identified as separate components in the program of studies, language and culture are intertwined. In order to develop cultural understanding and knowledge, students will explore various aspects of Francophone cultures at the local, provincial, national and international levels. This learning includes acquiring knowledge about the ideas, behaviours, cultural artifacts and symbols, lifestyles and language variants shared by Francophone peoples in different environments at various periods of their evolution and history. Students will also learn

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appropriate sociolinguistic conventions or rules (e.g., date, time, abbreviations) that govern oral and written communications in French. This cultural knowledge provides students with an opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves.

Further, a central aspect of second language education is to promote the favourable development of the student's whole personality and a sense of identity in response to the enriching experience of "otherness" in language and culture. In this vein, the culture component also develops intercultural skills in that students are made more aware of themselves by comparing and contrasting the information they are acquiring about other cultures. By doing so, students become more aware of the use of Canada's two official languages in addition to recognizing that other languages may be spoken by students in the classroom or in their environment. The development of intercultural skills and knowledge helps students become less ethnocentric while at the same time confirming their own cultural identity and promoting global citizenship.

Language Learning Strategies

To enhance the learning of culture and language and their application to communicative situations, the language learning strategies component develops the knowledge and application of ***cognitive***, ***socio-affective***, ***metacognitive*** and ***memory*** strategies. For the purposes of this program of studies, the cognitive, socio-affective and metacognitive strategies have been categorized into comprehension and production strategies. The ***cognitive*** learning strategies refer to thinking skills and include such techniques as making associations between words, identifying key words and ideas, reasoning both deductively and inductively, and using nonverbal or linguistic clues to comprehend a message. ***Socio-affective*** learning strategies involve students' personal characteristics as they relate to other learners and students' attitudes toward learning. In the context of second language learning, these strategies involve collaborating with others, tolerating unknown words and expressions (tolerating ambiguity) and taking the risk to communicate. ***Metacognitive*** learning strategies relate to how students describe their own thinking and learning. Strategies of this nature include planning, monitoring and evaluating one's learning. ***Memory*** learning strategies involve the manner in which students learn, retain and recall vocabulary, expressions and grammatical structures needed to understand or produce a message. Strategies related to memory include visualization, word-webbing and repetition. Together these groups of strategies facilitate the awareness of the learning process and their application to the learning of French.

It is important to note, however, that the use of language learning strategies is as individual as each student. Students should be encouraged to develop and apply any strategies that can be used to improve their understanding and use of French. This includes the use of strategies that are introduced at other grade levels or strategies that are not defined within this document but that teachers or students bring to the learning situation. The key to strategic competence is that students develop an ever-increasing repertoire of techniques to facilitate their learning and, specifically, the learning of a second language.

Implementation of Technology

The use of technology in the classroom is an integral part of the Information, Communication and Technology curriculum and as such, certain technology outcomes have been infused into this program of studies. Information and communication technologies are also an important part of enhancing language learning by demonstrating to students that French is used in real and authentic contexts outside the confines of the classroom. By using technologies in the French classroom, students are able to reinforce their technological knowledge and skills to create multimedia presentations, to use word processing programs and to do research on the Internet. Using technology allows students to tailor their communications to meet specific purposes and particular audiences.

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Language Competency

The four program components—experience–communication, language, culture and language learning strategies—are integrated, but each has a different focus and role to play in the acquisition of French. Language learning is a gradual, developmental process whereby students are given the opportunity to develop and refine, in stages, the basic language elements needed to communicate effectively. To develop competency in the four language skills, students need to be actively involved in the acquisition of the language and its use in authentic communicative situations. As students acquire this multidimensional set of knowledge and skills, they will progress along the language continuum at different rates and degrees of development. This continuum is characterized by cyclical overlap, expansion and refinement of knowledge and use of the French language. The overarching goal of this program of studies, then, is to develop students who are sufficiently competent in French so that they can function in the language and culture outside the confines of the classroom.

Assessment

Assessment is essential to the teaching and learning process. As students continue to develop their communication skills and their cultural, linguistic and strategic knowledge, they require feedback on their progress on a regular basis. The prescribed general and specific outcomes that follow indicate what students are to demonstrate at each grade level. These grade-level outcomes provide the sole basis for assessment. While students may benefit from the explicit learning of linguistic elements that are prescribed at a higher grade level, this exceeded knowledge should not be assessed until the year in which it is prescribed. Assessment practices should reflect a variety of evaluative methods, both formal and informal, and should be in keeping with the philosophy of the program of studies.

DEFINITION OF OUTCOMES

Learner outcomes define the knowledge, skills and attitudes that students must attain. These outcomes emphasize the ability to understand, express and negotiate meaning through spoken and written texts—abilities that are closely related to the actual use of French throughout life. The organization of the learner outcomes is cyclical so that students can continue to refine skills and knowledge in an increasingly varied manner throughout the program.

The ***general outcomes*** describe the overarching goals of the program. There are four general outcomes. Each outcome relates to one of the following components: Communication, Language, Culture, and Language Learning Strategies. The ***specific outcomes*** define the requisite linguistic, cultural, intercultural and strategic knowledge, and communicative skills for each grade. For example, the specific outcomes for the language component indicate the grade at which certain linguistic elements are introduced. The general sequence is to introduce specific linguistic elements in one grade, develop them in the next grade and refine them in subsequent grades. Further refinement of the linguistic elements will involve lifelong learning. The entire teaching–learning process must ensure the development, refinement and continual use of the four language skills and of concrete and abstract knowledge as students progress toward the completion of the program in senior high school.

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but provide a context for learning.

Specific fields of experience and subfields are prescribed at each grade. These fields of experience are sequenced from the concrete to the abstract and build on and integrate the fields from previous grades. Instruction must address all of the prescribed fields and subfields of experience by the end of each grade. Teachers may select additional fields of experience or subfields to enhance their program on the basis of student

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interests and needs and instructional time. The sequence of the fields of experience is found on the specific outcomes pages of this document. The sequence allows teachers to plan for the integration and grouping of the required outcomes related to communication, language, culture and language learning strategies in a cyclical fashion.

Note that the field of experience **Holidays and Celebrations** is an exception to the prescribed sequence in that a particular holiday or celebration is to be introduced based on the calendar year. Although this field of experience is prescribed in grades 4 through 9, it is recommended that the subfields related to this field be expanded and extended in grades 10, 11 and 12. For an example of a suggested breakdown of this field of experience, see the Appendix.

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General Outcomes: Grades 4 to 12

Communication	Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.
Language	Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.
Culture	Students will use their knowledge of different Francophone cultures and their own culture to be able to interact appropriately within these cultures.
Language Learning Strategies	Students will use their knowledge of strategies to enhance learning and to communicate in French.

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Specific Outcomes: Grade 7

Components

Given the following fields of experience and the subfields within each field,

Experience

❶ School
- school supplies
- school calendar
- school plan
- school personnel
- school subjects
- school activities

❷ People around Me
- classmates
- friends
- family

❸ Weather
- weather conditions
- climate
- Canada's weather
- weather folklore/weather proverbs

Four Holidays and Celebrations*
- origins of the four holidays and celebrations
- traditions associated with the four holidays and celebrations

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) or isolated details about a variety of concrete topics contained in authentic or adapted oral texts (e.g., understand a classroom command; identify a family member, his/her profession and his/her age; identify the general weather conditions for the day, or the morning and evening temperatures mentioned in a radio broadcast)

Reading Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) or isolated details about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify the date, time and place of a party in an invitation; understand a list of required school supplies; identify the name of a Francophone celebration, and identify where, when and how it is celebrated)

Oral Production

- name, list, describe, ask and answer questions, give simple directions, indicate basic needs or preferences orally, with limited spontaneity, in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate (e.g., identify a number of subjects taught at the school; describe the seasonal weather for a French-speaking area of the world; ask questions pertaining to statutory holidays)

*This field of experience is to be integrated based on the calendar year.

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Written Production

- label, list, describe, ask and answer questions, give simple directions, indicate basic needs or preferences, in written form, in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate (e.g., label a school floor plan; describe holiday traditions; design a simple survey on family pets).

Language

Knowledge of Language Concepts

- continue to develop knowledge of the following concepts:
  - nouns
  - gender
  - number
  - articles—definite and indefinite
  - possession
  - possessive adjectives
  - adjectives
  - adjectival agreements
  - prepositions
  - the infinitive as a verb identifier
  - personal subject pronouns
  - verbs
  - conjugation
  - the present tense
  - conjugation pattern of regular *–er* verbs in the present tense
  - regular and irregular verbs
  - negation
  - the interrogative
  - the sound–symbol system
  - pronunciation
  - word order at the phrase level
  - construction of simple sentences

- acquire knowledge of the following concepts:
  - global expressions using *faire* and *avoir*
  - prepositional phrases
  - the contractions for *à* and *de* + definite articles
  - interjections
  - cardinal and ordinal numbers
  - word order at the sentence level

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–6, needed to communicate a message

- use, with some consistency, the following linguistic elements needed to communicate a message in oral and written form:
  - vocabulary associated with the fields of experience and their subfields
  - number (singular versus plural) and gender (agreement of definite articles—*le*, *la*, *l'*, *les*, and indefinite articles—*un*, *une*, *des*, with nouns)

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Application of Vocabulary and Language Concepts (cont'd)

- possessive adjectives—*mon, ma, mes; ton, ta, tes; son, sa, ses, notre,* and *nos*
- basic qualifying adjectives (e.g., colour [*les yeux verts*], physical traits [e.g., *Son père est mince.*], qualities [e.g., *Mon ami est sympathique.*])
- present tense of *avoir, être, faire, aller* with all personal subject pronouns
- present tense of regular *–er* verbs with all personal subject pronouns (e.g., *aimer, étudier, dessiner, fêter, regarder, travailler*)
- expressions with *avoir* (e.g., *J'ai douze ans. La réunion a lieu à 15 h 30.*)
- expressions with *faire* (e.g., *Il fait beau. Il fait du ski.*)
- affirmative sentences
- negative sentences using *ne… pas*
- *est-ce que* and intonation as a way of asking questions
- question words—*qui, qu'est-ce que, où, combien, comment, quand, quel/quelle, à quelle heure*
- contractions for the prepositions *à* and *de* + definite articles
- prepositions of place and prepositional phrases—*à, sous, sur, dans, devant, derrière, à côté de,* etc. (e.g., *Le bureau est à côté du tableau.*)
- appropriate interjections—*Attention!; Silence!; Brrr!; Bravo!; D'accord!;* etc.
- correct pronunciation of known words
- approximate pronunciation of unknown words
- correct spelling (symbol system)
- the conjunction *et* to link a list of words or phrases (e.g., *Il a les yeux bleus et les cheveux blonds.*)
- correct word order at the phrase level (e.g., *une grande fille* versus *une fille aimable*)
- correct word order in simple sentences (e.g., *Mon nom est Marc.*).

Culture

- identify geographical areas where French is spoken in Canada and other parts of the world
- recognize, with teacher assistance, that Francophone education is available to Francophones in Alberta and in other provinces and territories
- recognize, with teacher assistance, that students can obtain French language education at the post-secondary level in different parts of Canada (e.g., *Faculté Saint-Jean* in Edmonton, *Université Laval* in Québec City, *Université d'Ottawa* in Ottawa)
- identify, with teacher assistance, concrete facts that reflect the way of life of Francophone individuals or groups (e.g., Most French schools do not have classes on Wednesday afternoon.)
- seek out information about Francophone cultures from authentic sources (e.g., school timetables, weather reports)
- compare and contrast weather proverbs in English and in French
- compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a

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Culture (cont'd)

means of developing an appreciation of these cultures (e.g., the school day in Canada versus France)

- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- access appropriate Web sites using French language search engines
- cite copyrighted French language sources when using information from digital technologies
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–6
  - appropriate use of *tu* versus *vous*
  - appropriate use of formal forms of addressing people—*monsieur*, *madame* or *mademoiselle* (e.g., France)
  - appropriate abbreviations for *monsieur*—M., *madame*—M^{me}, *mademoiselle*—M^{lle}
  - appropriate oral greetings and leave-taking expressions
  - the appropriate convention for the date
  - the appropriate conventions for time—informal use (12-hour clock) and formal use (24-hour clock)
  - the appropriate abbreviations for time—*h*, *min*, *s*
  - the appropriate conventions for telephone numbers (e.g., [403] *555–0000 au Canada*; *01.42.00.48.49 en France*)
  - the appropriate conventions for addresses (e.g., *234, rue Lajoie*)
  - the appropriate conventions for the intermediate and cardinal points
  - the appropriate abbreviations used in addresses (e.g., boulevard—*boul.*, route—r^{te})
  - the appropriate abbreviations for height and weight—*kg*, *cm*, *m*.

Language Learning Strategies

Comprehension Strategies

- develop and use comprehension strategies to facilitate the understanding of an oral or written message

cognitive

- guess the meaning of an unknown word or expression
- use words around the unknown word to guess meaning
- associate a gesture, a symbol or an illustration with a message
- identify cognates and word families
- anticipate information from the context/situation

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cognitive (cont'd)

- activate prior knowledge and experiences
- activate first language listening and reading skills
- use contextual clues relating to who, what, where, when and why
- use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
- use highlighting or underlining to identify known words or expressions
- represent meaning by using mental images, illustrations or graphic representations
- categorize concrete information
- use repetition (e.g., listen to again or read again a part of a text that was causing difficulty)
- use a bilingual dictionary to verify word meaning or find unknown words
- focus attention on the required information
- use strategies defined in grades 4–6

socio-affective

- take the risk to listen to or read a new text in French
- take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies
- take the risk to read authentic documents of varying lengths made available through different information and communication technologies
- ask questions, in the first language, to clarify or verify that a message has been understood
- tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
- collaborate with others to build confidence and exchange information
- use strategies defined in grades 4–6

metacognitive

- identify a strategy that can be or was used to facilitate comprehension of a text
- focus attention on the task
- focus attention on what is known and ignore what is unknown
- use self-talk to build confidence in listening and reading skills
- evaluate own ability to understand the message
- use strategies defined in grades 4–6

Production Strategies

- develop and use production strategies to facilitate the communication of an oral or written message

cognitive

- identify patterns or language features, such as verb endings or gender
- repeat a word, an expression, a pattern, a presentation, etc.
- combine new learning with previous learning (e.g., knowledge of the conjugation of the verb "avoir" and adding "avoir" expressions to the language repertoire)
- practise a word, an expression, a pattern, a presentation, etc.
- use models of texts to help map out ideas
- use models to analyze the structure of a text
- use models to create a similar text
- apply knowledge of a text type to follow its format and content

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cognitive (cont'd)	– apply knowledge of multimedia presentations to facilitate the communication of a message – apply knowledge of word processing to produce a message – create simple personal reference materials (e.g., vocabulary lists, grammar notes) – use reference materials (e.g., a bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message – use brainstorming techniques to stimulate ideas – activate prior knowledge and experiences – organize ideas using schemata (e.g., mind maps, T-charts) – prepare a draft of the message – plan and conduct a search using French language Internet search engines – use strategies defined in grades 4–6
socio-affective	– take the risk to say or write something in French – ask questions to clarify understanding – ask the speaker to repeat the message – ask the speaker to explain what was said – ask the speaker to speak more slowly – ask the speaker to spell out or draw the unknown word – indicate to the speaker that the message was not understood – use facial expressions or mime to get the message across – seek assistance from the teacher or a peer to clarify instructions, word meaning, etc. – collaborate with others to brainstorm, resolve problems, rehearse and communicate messages – accept errors as a natural part of learning – use self-talk to build confidence in oral and written production skills – use strategies defined in grades 4–6
metacognitive	– prepare for the task (e.g., organize materials, go over the instructions, read through the checklist) – use checklists, written mainly in English, to verify the work – reflect on and articulate what they have learned and can demonstrate in French – use a learning log to monitor and evaluate their own learning – reflect on the use of different information and communication technologies to produce a message in French – reflect on the use and choice of technology as a means of improving the communication of a message – use strategies defined in grades 4–6
Memory Strategies	• develop and use memory strategies to learn, recall or retain vocabulary or grammatical structures – use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently) – use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards)

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Memory Strategies (cont'd)

- play with language (e.g., create word searches, calligrams, riddles, charades)
- use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization)
- use strategies defined in grades 4–6.

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Specific Outcomes: Grade 8

Components

Given the following fields of experience and the subfields within each field,

Experience

❶ Animals
- choice of pet
- pet care
- animal families
- wild animals
- animals in zoos
- animal adoption

❷ Clothing
- clothing choices
- clothing design
- clothing care

❸ Food
- food and nutrition
- food preparation
- ethnic cuisine
- cuisine of the Francophone world
- food and celebrations

Four Holidays and Celebrations*
- origins of the four holidays and celebrations
- traditions associated with the four holidays and celebrations

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts (e.g., identify the reason behind eating a healthy breakfast [*Le corps a besoin d'énergie le matin.*] and pull out two foods that comprise a healthy breakfast [*un fruit, un liquide froid ou chaud*])

Reading Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify the colour "blue" [*le bleu*] and pull out two personality traits of someone who likes to wear blue [*personne généreuse, créative*] and two symbols associated with this colour [*le bleu représente le ciel et les grands espaces*])

Oral Production

- name, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with

*This field of experience is to be integrated based on the calendar year.

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Oral Production (cont'd)

limited spontaneity, resulting in a prepared message expressed in the present, that is comprehensible and accurate (e.g., itemize and describe one's wardrobe; give someone directions to a specific area of the zoo; list the ingredients and describe the steps to follow for a favourite family recipe)

Written Production

- name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate (e.g., write a list of grocery items needed for a Moroccan recipe; give nutritional advice in the form of a game; describe an animal in the form of an information card).

Language

Knowledge of Language Concepts

- continue to develop knowledge of the following concepts:
  - nouns
  - gender
  - number
  - articles—definite and indefinite
  - possession
  - possessive adjectives
  - adjectives
  - adjectival agreements
  - prepositions and prepositional phrases
  - the infinitive as a verb identifier
  - personal subject pronouns
  - verbs
  - conjugation
  - the present tense
  - conjugation pattern of regular *–er* verbs in the present tense
  - negation
  - the interrogative
  - global expressions using *faire* and *avoir*
  - the contractions for *à* and *de* + definite articles
  - interjections
  - cardinal and ordinal numbers
  - the sound–symbol system
  - pronunciation
  - word order at the phrase level
  - word order at the sentence level
  - construction of simple sentences

- acquire knowledge of the following concepts:
  - determiners
  - demonstrative adjectives
  - exclamatory adjectives
  - the partitive

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Knowledge of Language Concepts (cont'd)

- quantity
- adverbs and adverbial expressions
- different verb groupings (*–er*, *–ir*, *–re*)
- irregular verb conjugation patterns in the present tense
- pronominal versus nonpronominal verbs
- verb + infinitive
- the imperative
- negative expressions
- punctuation

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–7, needed to communicate a message

- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - demonstrative adjectives—*ce*, *cet*, *cette*, *ces*
  - possessive adjectives—*notre*, *nos*; *votre*, *vos*; *leur*, *leurs*
  - exclamatory adjectives (e.g., *Quel animal!/Quelle belle chemise!*)
  - the question word *pourquoi*
  - the partitive articles—*du*, *de la*, *de l'*, *des*
  - expressions of quantity (e.g., *une boîte de*, *un kilo de*)
  - expressions with *avoir* (e.g., *Tu as peur des serpents?/J'ai besoin de…/J'ai faim/soif.*)
  - expressions with *faire* (e.g., *Le chef fait sauter les oignons.*)
  - present tense of regular and irregular *–er*, *–ir*, *–re* verbs with all personal subject pronouns in affirmative and negative sentences
  - the imperative in the affirmative and in the negative with regular and irregular *–er*, *–ir*, *–re* verbs (e.g., *Choisis le bleu./Ne mettez pas trop de sel.*)
  - adverbs of manner (e.g., *bien*, *fort*, *lentement*), of time (e.g., *demain*, *bientôt*, *parfois*, *souvent*, *tard*), of quantity and intensity (e.g., *assez*, *beaucoup*, *très*, *trop*) and of place (e.g., *à droite*, *autour*, *ici*, *là-bas*, *loin*)
  - adverbs and adverbial expressions of negation (e.g., *rien*, *jamais*, *ne… jamais*, *ne… plus*, *ne… rien*)
  - *parce que* as an oral sentence starter
  - appropriate punctuation marks.

Culture

- identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.)

- recognize and understand how the French language has evolved and is evolving (e.g., *le rôle des emprunts et des anglicismes*)

- recognize regional variations in expressions used by different Francophone groups in a similar context (e.g., *petit déjeuner*, *déjeuner*, *dîner* [France] versus *déjeuner*, *dîner*, *souper* [Canada]; *slip*[France] versus *caleçon* [Canada])

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Culture (cont'd)

- seek out information about Francophone cultures from authentic sources (e.g., French language recipe books, zoo maps)
- compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., eating-out patterns)
- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the use of animal words in expressions that are similar in English—*être fort comme un taureau* = *to be as strong as a bull*, or are not similar—*avoir un chat dans la gorge* = *to have a frog in one's throat*)
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- access appropriate Web sites using French language search engines
- cite copyrighted French language sources when using information from digital technologies
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–7
  - appropriate spacing between sets of digits in large numbers (e.g., 1 500 000)
  - the appropriate convention for a written title (e.g., *l'entretien des vêtements*)
  - the appropriate abbreviations or symbols for measurement (e.g., km, g, kg, °C, ml, l)
  - the appropriate abbreviations or symbols for Canadian and foreign currencies (e.g., $ can., €)
  - the appropriate placement and spacing of the currency symbol and the comma (e.g., 1,50 $)
  - the appropriate conventions for punctuation (e.g., The typographical symbol « » represents *les guillemets français*.)
  - the appropriate conventions for spacing (e.g., There is one space before and after *le deux-points*.).

Language Learning Strategies

Comprehension Strategies

- develop and use comprehension strategies to facilitate the understanding of an oral or written message

cognitive

  - guess the meaning of an unknown word or expression

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cognitive (cont'd)

- use words around the unknown word to guess meaning
- associate a gesture, a symbol or an illustration with a message
- identify cognates and word families
- anticipate information from the context/situation
- activate prior knowledge and experiences
- activate first language listening and reading skills
- use contextual clues relating to who, what, where, when and why
- use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
- use highlighting or underlining to identify known words or expressions
- represent meaning by using mental images, illustrations or graphic representations
- categorize concrete information
- use repetition (e.g., listen to again or read again a part of a text that was causing difficulty)
- use a bilingual dictionary to verify word meaning or find unknown words
- focus attention on the required information
- use strategies defined in grades 4–6

socio-affective

- take the risk to listen to or read a new text in French
- take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies
- take the risk to read authentic documents of varying lengths made available through different information and communication technologies
- ask questions, in the first language, to clarify or verify that a message has been understood
- tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
- collaborate with others to build confidence and exchange information
- use strategies defined in grades 4–6

metacognitive

- identify a strategy that can be or was used to facilitate comprehension of a text
- focus attention on the task
- focus attention on what is known and ignore what is unknown
- use self-talk to build confidence in listening and reading skills
- evaluate own ability to understand the message
- use strategies defined in grades 4–6

Production Strategies

- develop and use production strategies to facilitate the communication of an oral or written message

cognitive

- identify patterns or language features, such as verb endings or gender
- repeat a word, an expression, a pattern, a presentation, etc.
- combine new learning with previous learning (e.g., knowledge of the conjugation of the verb *avoir* and adding *avoir* expressions to the language repertoire)
- practise a word, an expression, a pattern, a presentation, etc.

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cognitive (cont'd)

- use models of texts to help map out ideas
- use models to analyze the structure of a text
- use models to create a similar text
- apply knowledge of a text type to follow its format and content
- apply knowledge of multimedia presentations to facilitate the communication of a message
- apply knowledge of word processing to produce a message
- create simple personal reference materials (e.g., vocabulary lists, grammar notes)
- use reference materials (e.g., a bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message
- use brainstorming techniques to stimulate ideas
- activate prior knowledge and experiences
- organize ideas using schemata (e.g., mind maps, T-charts)
- prepare a draft of the message
- plan and conduct a search using French language Internet search engines
- use strategies defined in grades 4–6

socio-affective

- take the risk to say or write something in French
- ask questions to clarify understanding
- ask the speaker to repeat the message
- ask the speaker to explain what was said
- ask the speaker to speak more slowly
- ask the speaker to spell out or draw the unknown word
- indicate to the speaker that the message was not understood
- use facial expressions or mime to get the message across
- seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.
- collaborate with others to brainstorm, resolve problems, rehearse and communicate messages
- accept errors as a natural part of learning
- use self-talk to build confidence in oral and written production skills
- use strategies defined in grades 4–6

metacognitive

- prepare for the task (e.g., organize materials, go over the instructions, read through the checklist)
- use checklists, written mainly in English, to verify the work
- reflect on and articulate what they have learned and can demonstrate in French
- use a learning log to monitor and evaluate their own learning
- reflect on the use of different information and communication technologies to produce a message in French
- reflect on the use and choice of technology as a means of improving the communication of a message
- use strategies defined in grades 4–6

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Memory Strategies

- develop and use memory strategies to learn, recall or retain vocabulary or grammatical structures
  - use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently)
  - use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards)
  - play with language (e.g., create word searches, calligrams, riddles, charades)
  - use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization)
  - use strategies defined in grades 4–6.

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Specific Outcomes: Grade 9

COMPONENTS

Given the following fields of experience and the subfields within each field,

Experience

❶ Sports and Exercise
- venues, clothing and equipment
- physical and mental traits of athletes
- sporting events
- injuries and injury prevention
- physical activity and healthy lifestyles

❷ Housing
- housing designs
- housing plans
- home décor
- home leisure activities
- household chores

❸ Community
- country life and city life
- urban and rural communities
- community businesses and services
- community clubs and associations
- community events and festivities
- French-Canadian communities

Four Holidays and Celebrations*
- origins of the four holidays and celebrations
- traditions associated with the four holidays and celebrations

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted oral texts (e.g., identify the name of a sport [le hockey sur glace] and pull out two rules about the game [Le hockeyeur doit porter un casque et des gants. Il doit faire pénétrer la rondelle dans le but.])

Reading Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify what type of dwelling is for sale in a real estate advertisement [maison à deux étages] and pull out four features of the dwelling being sold [e.g., 8½ pièces, récemment rénovées, extérieur en briques, jardin bien aménagé])

Oral Production

- name, list, encourage, describe, explain, ask and answer questions, give commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with limited

*This field of experience is to be integrated based on the calendar year.

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Oral Production (cont'd)

spontaneity, resulting in a prepared message expressed mostly in the present and sometimes in the immediate future, that is comprehensible and accurate (e.g., describe the exterior features of a building; give someone directions to the neighbourhood video store; explain the rules, equipment and clothing needed to play soccer)

Written Production

- name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed mostly in the present tense and sometimes in the immediate future, that is comprehensible and accurate (e.g., design a physical activity plan; explain the choice of colours and furniture for one's new room; describe a community event in an e-mail message).

Language

Knowledge of Language Concepts

- continue to develop knowledge of the following concepts:
  - nouns
  - determiners
  - gender
  - number
  - articles—definite and indefinite
  - possession
  - possessive adjectives
  - adjectives
  - adjectival agreements
  - demonstrative adjectives
  - exclamatory adjectives
  - partitive
  - quantity
  - adverbs and adverbial expressions
  - prepositions and prepositional phrases
  - the infinitive as a verb identifier
  - personal subject pronouns
  - verbs
  - conjugation patterns of regular and irregular *–er*, *–ir* and *–re* verbs in the present tense
  - pronominal and nonpronominal verbs
  - verb + infinitive
  - negation and negative expressions
  - the interrogative
  - the imperative
  - global expressions using *faire* and *avoir*
  - the contractions for *à* and *de* + definite articles
  - interjections
  - cardinal and ordinal numbers
  - the sound–symbol system
  - pronunciation

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Knowledge of Language Concepts (cont'd)

- word order at the phrase level
- word order at the sentence level
- construction of simple sentences
- punctuation

- acquire knowledge of the following concepts:
  - formation of adverbs from adjectives
  - pronominal reflexive verbs
  - imperative with pronominal reflexive verbs
  - the immediate future
  - verbs taking a preposition

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–8, needed to communicate a message

- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - expressions with *avoir* (e.g., *L'athlète a mal aux jambes.*)
  - expressions with *faire* (e.g., *Je fais du yoga./Mon père fait le ménage.*)
  - formation of adverbs from adjectives
  - present tense of regular and irregular *–er*, *–ir*, *–re* verbs with all personal subject pronouns in affirmative and negative sentences
  - present tense of pronominal reflexive verbs (e.g., *se reposer*, *s'étirer*) with all personal subject pronouns in affirmative and negative sentences
  - present tense of *vouloir*, *pouvoir*, *devoir* with all personal subject pronouns in affirmative and negative sentences
  - the immediate future—*aller* + *infinitif*—with all personal subject pronouns in affirmative and negative sentences
  - the imperative in the affirmative and in the negative with regular and irregular *–er*, *–ir*, *–re* verbs and pronominal reflexive verbs (e.g., *Repose-toi sur le sol.*)
  - present tense verb + infinitive (e.g., *aimer*, *adorer*, *détester*, *vouloir*, *pouvoir*, *devoir* + *infinitif*) with all personal subject pronouns in affirmative and negative sentences
  - verbs taking a preposition (e.g., *jouer au tennis*; *faire de la natation*; *opter pour une maison de plain-pied*; *commencer par le bon choix d'équipement sportif*).

Culture

- identify some trades or professions for which knowledge of French is useful or an asset

- identify Francophone communities at the local (e.g., *Edmonton*), provincial (e.g., *Saint-Paul*, *Legal*), national (e.g., *Saint-Boniface*, *Manitoba*; *Shédiac*, *Nouveau-Brunswick*) and international (e.g., *la Louisiane*; *Saint-Pierre et Miquelon*) levels

- identify some Francophone festivals in Canada and the world in which one could participate (e.g., *le Festival du Homard*, *le Carnaval de Nice*)

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Culture (cont'd)

- explain how Francophone cultures continue to evolve over time (e.g., introduction of new words into the language)
- recognize some of the factors that affect the culture of a particular region (e.g., historical events, climate, geography, significant individuals)
- recognize the fact that variations in accents exist within and among Francophone cultures in different areas (e.g., Acadian French, Québécois French, Parisian French)
- seek out information about Francophone cultures from authentic sources (e.g., *Encyclopédie des sports*, maps)
- identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., One of the main streets in downtown Montréal—boulevard René-Lévesque—is named after a former Québec premier.)
- compare and contrast, with teacher assistance, their own way of life with the way of life of Francophone individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., choice of physical activity, size of housing)
- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- access appropriate Web sites using French language search engines
- cite copyrighted French language sources when using information from digital technologies
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–8
  - the appropriate abbreviations or symbols for measurement (e.g., km, m^2)
  - the appropriate spacing between sets of digits in large numbers (e.g., 2 648 000)
  - the appropriate convention for naming buildings (e.g., l'Hôtel du Parlement à Québec), monuments (e.g., la tour Eiffel), streets (e.g., boulevard René-Lévesque) and communities (e.g., Sainte-Agathe-des-Monts)
  - the appropriate titles and abbreviations for certain professions (e.g., D^r = Docteur)
  - the appropriate conventions for informal letters.

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Language Learning Strategies

Comprehension Strategies

- continue to develop and use a repertoire of comprehension strategies to facilitate the understanding of an oral or written message

cognitive

- guess the meaning of an unknown word or expression
- use words around the unknown word to guess meaning
- associate a gesture, a symbol or an illustration with a message
- identify cognates and word families
- anticipate information from the context/situation
- activate prior knowledge and experiences
- activate first language listening and reading skills
- use contextual clues relating to who, what, where, when and why
- use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
- use highlighting or underlining to identify known words or expressions
- represent meaning by using mental images, illustrations or graphic representations
- categorize concrete information
- use repetition (e.g., listen to again or read again a part of a text that was causing difficulty)
- use a bilingual dictionary to verify word meaning or find unknown words
- focus attention on the required information
- use strategies defined in grades 4–6

socio-affective

- take the risk to listen to or read a new text in French
- take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies
- take the risk to read authentic documents of varying lengths made available through different information and communication technologies
- ask questions, in the first language, to clarify or verify that a message has been understood
- tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
- collaborate with others to build confidence and exchange information
- use strategies defined in grades 4–6

metacognitive

- identify a strategy that can be or was used to facilitate comprehension of a text
- focus attention on the task
- focus attention on what is known and ignore what is unknown
- use self-talk to build confidence in listening and reading skills
- evaluate own ability to understand the message
- use strategies defined in grades 4–6

Production Strategies

- develop and use production strategies to facilitate the communication of an oral or written message

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cognitive

- identify patterns or language features, such as verb endings or gender
- repeat a word, an expression, a pattern, a presentation, etc.
- combine new learning with previous learning (e.g., knowledge of the conjugation of the verb "avoir" and adding "avoir" expressions to the language repertoire)
- practise a word, an expression, a pattern, a presentation, etc.
- use models of texts to help map out ideas
- use models to analyze the structure of a text
- use models to create a similar text
- apply knowledge of a text type to follow its format and content
- apply knowledge of multimedia presentations to facilitate the communication of a message
- apply knowledge of word processing to produce a message
- create simple personal reference materials (e.g., vocabulary lists, grammar notes)
- use reference materials (e.g., a bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message
- use brainstorming techniques to stimulate ideas
- activate prior knowledge and experiences
- organize ideas using schemata (e.g., mind maps, T-charts)
- prepare a draft of the message
- plan and conduct a search using French language Internet search engines
- use strategies defined in grades 4–6

socio-affective

- take the risk to say or write something in French
- ask questions to clarify understanding
- ask the speaker to repeat the message
- ask the speaker to explain what was said
- ask the speaker to speak more slowly
- ask the speaker to spell out or draw the unknown word
- indicate to the speaker that the message was not understood
- use facial expressions or mime to get the message across
- seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.
- collaborate with others to brainstorm, resolve problems, rehearse and communicate messages
- accept errors as a natural part of learning
- use self-talk to build confidence in oral and written production skills
- use strategies defined in grades 4–6

metacognitive

- prepare for the task (e.g., organize materials, go over the instructions, read through the checklist)
- use checklists, written mainly in English, to verify the work
- reflect on and articulate what they have learned and can demonstrate in French
- use a learning log to monitor and evaluate their own learning
- reflect on the use of different information and communication technologies to produce a message in French

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metacognitive (cont'd)

- reflect on the use and choice of technology as a means of improving the communication of a message
- use strategies defined in grades 4–6

Memory Strategies

- develop and use memory strategies to learn, recall or retain vocabulary or grammatical structures
  - use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently)
  - use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards)
  - play with language (e.g., create word searches, calligrams, riddles, charades)
  - use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization)
  - use strategies defined in grades 4–6.

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ITALIAN LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Italian language and culture in Kindergarten or Grade 1. It provides the grades 7, 8 and 9 components of the Italian Language and Culture Twelve-year (12Y) Program.

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of, and sensitivity to, the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of bel canto; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries. Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

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Personal and Cognitive Benefits

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Italian as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Italian and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Italian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Italian-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

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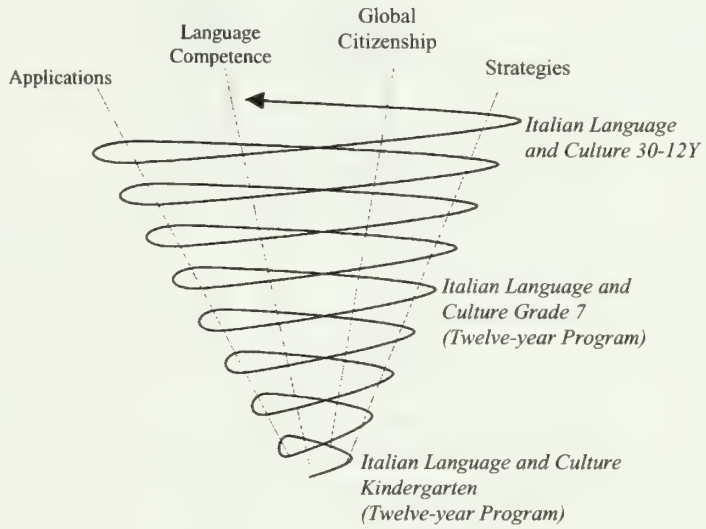
Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]

- Students will use Italian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Italian **effectively** and **competently**.

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Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

Strategies [S]

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

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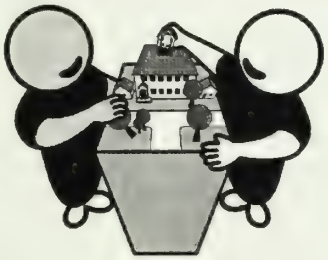
General Outcomes

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Italian **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–1 historical and contemporary elements of Italian-speaking cultures
GC–2 affirming and valuing diversity
GC–3 personal and career opportunities

Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

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Guide to Reading the Program of Studies

General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading for specific outcomes

A–6 for imaginative purposes and personal enjoyment

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use the language for fun and to interpret and express humour; e.g., participate in class excursions, field trips, twinning projects
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., exchange letters with a pen pal	a. use the language for personal enjoyment; e.g., use the Internet to explore the cultures of the Italian-speaking world	a. use the language for personal enjoyment; e.g., keep a personal journal

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

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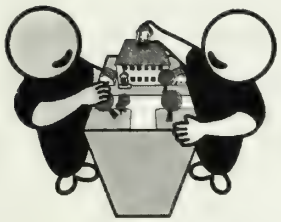

Applications

to express emotions and personal perspectives

to receive and impart information

to get things done

Students will use Italian in a variety of situations and for a variety of purposes.

to form, maintain and change interpersonal relationships

for imaginative purposes and personal enjoyment

to extend their knowledge of the world

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APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Italian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Italian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
A–1.1 share factual information	a. understand and use definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future	a. share detailed information on a specific topic; e.g., a report or biography

A–2 to express emotions and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express interest or lack of interest b. inquire about and express satisfaction and dissatisfaction	a. express and explain preferences	a. express opinions b. support their own opinions
A–2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations; e.g., lodge a complaint in a store, restaurant	a. compare the expression of emotions and feelings in formal and informal situations

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General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. give and respond to advice	a. make and respond to suggestions or requests in formal situations; e.g., in a public library, post office, travel agency	a. lodge a complaint
A–3.2 state personal actions	a. make a promise and express intention in a variety of situations	a. accept or decline an offer or invitation, with explanations	a. express possibility in relation to their own actions
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for the contributions of others	a. paraphrase, elaborate on and clarify another member's contribution	a. take on a leadership role in small-group projects

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages	a. give and respond to compliments and explain actions	a. offer and respond to congratulations and express sympathy and regret

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General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity	a. explore connections among, and gain new insights into, familiar topics; e.g., using analogy, brainstorming
A–5.2 gather and organize information	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts	a. gather information, using a prepared format; e.g., interview people, using prepared questions	a. identify key ideas, summarize and paraphrase
A–5.3 solve problems	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems	a. extract and manipulate key elements from a problem
A–5.4 explore opinions and values	a. provide reasons for their position on an issue	a. distinguish fact from opinion	a. understand the concept of stereotype and recognize stereotyping in a variety of situations

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General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use the language for fun and to interpret and express humour; e.g., participate in class excursions, field trips, twinning projects
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., exchange letters with a pen pal	a. use the language for personal enjoyment; e.g., use the Internet to explore the cultures of the Italian-speaking world	a. use the language for personal enjoyment; e.g., keep a personal journal

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Language Competence

interpret and produce oral texts

interpret and produce written texts

attend to form

Students will use Italian effectively and competently.

apply knowledge of the sociocultural context

apply knowledge of how the Italian language is organized, structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Italian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–1 attend to form

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
LC–1.1 phonology	a. approximate the pronunciation of unfamiliar words	a. use intonation, stress and rhythm appropriately in familiar situations	a. speak clearly and intelligibly in a variety of situations
LC–1.2 orthography	a. use basic spelling patterns consistently in writing familiar words and phrases	a. use basic mechanical conventions; e.g., capitalization, punctuation	a. recognize and correctly spell familiar words
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • family traditions • chores • school schedule • television • holiday meals • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • climate • shopping • major sports • peers • movies • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • celebrities • fashion • travel • geography • leisure • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

LC–1 attend to form

Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
Students will be able to:		

a. use, in modelled situations,[1] the following grammatical elements: .....

Nouns
- collective; e.g., *la classe*

Verbs
- present conditional of verbs in *-are, -ere, -ire*

Adverbs
- absolute superlative; e.g., *benissimo, moltissimo*

Pronouns
- relative: *che*

Adverbs
- adverbs of time; e.g., *adesso, ora, durante*

Adjectives
- irregular superlative; e.g., *ottimo, pessimo, maggiore, minore*

Nouns
- abstract; e.g., *gioia*

b. use, in structured situations,[2] the following grammatical elements: .....

LC–1.4 grammatical elements

Pronouns
- direct object: *lo, li, la, le*

Verbs
- present tense of *sapere, conoscere*
- past progressive of verbs in *-are, -ere, -ire*

Adjectives
- comparative of equality; e.g., *così alto come lui, tante scarpe quanti vestiti, più scarpe che vestiti*

Conjunctions
- *però*

Nouns
- collective; e.g., *la classe*

Pronouns
- indirect object: *gli, le, loro*

Verbs
- present perfect of the verb *piacere*; e.g., *mi è piaciuto*
- future of verbs in *-are, -ere, -ire*
- imperfect of verbs in *-are, -ere, -ire*

Adverbs
- adjectives plus *mente*
- absolute superlative; e.g., *benissimo, moltissimo*

Pronouns
- relative: *che*

Verbs
- present perfect of modal verbs; e.g., *sono dovuto/a andare*
- past progressive of verbs in *-are, -ere, -ire*
- present conditional of verbs in *-are, -ere, -ire*

Adjectives
- irregular superlative; e.g., *ottimo, pessimo, maggiore, minore*

Adverbs
- adverbs of time; e.g., *adesso, ora, durante*

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

LC–1 attend to form

Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: .....

LC–1.4 grammatical elements

Nouns
- irregular; e.g., *il telegramma, i telegrammi, il programma, i programmi, il film, i film*

Pronouns
- possessive

Verbs
- present perfect of verbs in *-are, -ere, -ire*
- present progressive of verbs in *-are, -ere, -ire*
- present tense of modal verbs: *volere, potere, dovere*

Adjectives
- demonstrative: *quel, quei, quella, quelle*
- absolute superlative; e.g., *bravo, molto bravo, bravissimo*

Prepositions
- simple: *per, tra, fra*

Conjunctions
- *allora, prima*

Pronouns
- direct object: *lo, li, la, le*

Verbs
- imperative of verbs in *-are, -ere, -ire*
- present tense of *sapere, conoscere*

Adverbs
- comparative; e.g., *bene, male, meglio, peggio*

Conjunctions
- *però*

Nouns
- collective; e.g., *la classe*

Pronouns
- indirect object: *gli, le, loro*

Verbs
- past progressive of verbs in *-are, -ere, -ire*
- future of verbs in *-are, -ere, -ire*

Adjectives
- comparative of equality; e.g., *così alto come lui, tante scarpe quanti vestiti, più scarpe che vestiti*

Adverbs
- absolute superlative; e.g., *benissimo, moltissimo*

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–2 interpret and produce oral texts

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics in guided situations
LC–2.2 oral production	a. produce short oral texts in guided and unguided situations	a. produce a variety of short, simple oral texts in guided and unguided situations	a. produce short oral texts on unfamiliar topics in guided situations
LC–2.3 interactive fluency	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage simple, routine interactions without undue difficulty

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–3 interpret and produce written texts

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
LC–3.1 written interpretation	a. understand short written texts on unfamiliar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics in guided situations
LC–3.2 written production	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics in guided situations
LC–3.3 visual interpretation	a. derive meaning from multiple visual elements in a variety of media, in guided situations	a. derive meaning from multiple visual elements in a variety of media, in guided and unguided situations	a. propose several interpretations of the visual elements in a variety of media, in guided situations
LC–3.4 representation	a. express meaning through the use of multiple visual elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual elements in a variety of media, in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
LC–4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts	a. explore differences in register between spoken and written texts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture	a. identify influences on idiomatic expressions; e.g., region, age, occupation
LC–4.3 variations in language	a. explore influences resulting in variations in language	a. examine influences resulting in variations in language	a. identify influences resulting in variations in language
LC–4.4 social conventions	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC–4.5 nonverbal communication	a. recognize nonverbal behaviours that are considered impolite; e.g., eye contact, touching, sounds and noises	a. avoid nonverbal behaviours that are considered impolite; e.g., eye contact, touching, sounds and noises	a. recognize a variety of nonverbal communication techniques in a variety of contexts

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General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–5 apply knowledge of how the Italian language is organized, structured and sequenced

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. organize texts to indicate steps in a procedure	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms b. interpret and use references within texts; e.g., pronouns, demonstratives	a. interpret texts that use patterns involving time or chronological sequencing
LC–5.2 text forms	a. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles	a. use a variety of text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories
LC–5.3 patterns of social interaction	a. initiate interactions and respond using a variety of social interaction patterns; e.g., routine telephone calls	a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation–acceptance or refusal with explanation	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods or services

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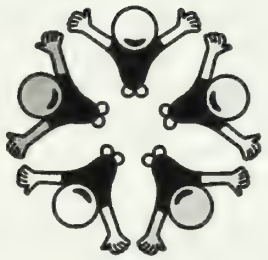
Global Citizenship



historical and contemporary elements of Italian-speaking cultures

affirming and valuing diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.

personal and career opportunities

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GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Italian-speaking cultures," there are strands for accessing/analyzing cultural knowledge, applying cultural knowledge, diversity within Italian-speaking cultures and valuing Italian-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the Italian-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Italian-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming and valuing diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–1 historical and contemporary elements of Italian-speaking cultures

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. use basic research skills to find out about Italian-speaking cultures b. explore and identify some elements of Italian-speaking cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. make and test hypotheses about Italian-speaking cultures b. explore and identify some elements of Italian-speaking cultures; e.g., major current events as a reflection of contemporary ways of life and cultural values c. identify and use a variety of sources of information to find out about Italian-speaking cultures	a. organize and represent information about elements of Italian-speaking cultures in a variety of ways b. explore and identify some elements of Italian-speaking cultures; e.g., cultural values, attitudes and interests of people their own age in the cultures
GC–1.2 applying cultural knowledge	a. apply knowledge of elements of Italian-speaking cultures in interactions with people and texts; e.g., interpret historical events	a. identify different perspectives on Italian-speaking cultures and speculate on their origins; e.g., stereotypes of Italian-speaking cultures present in their own community	a. apply knowledge of elements of Italian-speaking cultures, derived from a variety of sources, to interpret behaviours and texts
GC–1.3 diversity within Italian-speaking cultures	a. apply knowledge of diverse elements of Italian-speaking cultures in interactions with people and texts; e.g., ethnic or religious minorities	a. identify different perspectives on diverse elements of Italian-speaking cultures and speculate on their origins; e.g., stereotypes within the cultures	a. apply knowledge of diverse elements of Italian-speaking cultures, derived from a variety of sources, to interpret behaviours and texts
GC–1.4 valuing Italian-speaking cultures	a. choose to participate in, and contribute to, activities and experiences that reflect Italian-speaking cultures	a. examine their own perceptions of the Italian language and Italian-speaking cultures, including stereotypes	a. seek out and use opportunities to enter into contact with members of Italian-speaking cultures; e.g., exchange letters with a pen pal

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–2 affirming and valuing diversity

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. identify some words in their first language that have been borrowed from Italian or from other languages	a. identify some regional variations in their first language	a. identify aspects of their personal style in both speech and writing
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure	a. describe ways that languages evolve over time and describe the reasons for their evolution
GC–2.3 awareness of own culture	a. identify shared references (e.g., celebrities and the different connotations attached to them) in Italian-speaking cultures and their own culture	a. identify some of the past and present relationships between the Italian-speaking cultures being studied and their own; e.g., immigration	a. identify ethnocentric elements in documents from their own culture
GC–2.4 general cultural knowledge	a. recognize some of the factors that affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts and cultural practices or products	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture
GC–2.5 valuing diversity	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives	a. seek out opportunities to interact with people from various cultures who have an interest in the Italian language and/or Italian-speaking cultures
GC–2.6 intercultural skills	a. identify and make use of public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture b. identify ethnocentric perspectives in a document or event and explain their origins

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–3 personal and career opportunities

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
GC–3.1 Italian culture and language	a. identify some careers that use knowledge of Italian	a. explore personal reasons for learning Italian	a. explore opportunities for further education related to Italian and Italian-speaking cultures
GC–3.2 cultural and linguistic diversity	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures	a. explore opportunities for further education related to languages and cultures

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Strategies

language learning

language use

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning

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STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Italian and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Italian or in own language
- find information using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

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- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Italian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *scusi*, *mi dispiace*, *non ho capito*, raised eyebrows, blank look
- ask for clarification or repetition when something is not understood; e.g., *Che cosa vuoi dire*?, *Può ripetere, per favore*?
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

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- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Si può dire così*?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni* for *attaccapanni*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Mi spiego*?
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- self-correct if errors lead to misunderstandings; e.g., *Quello che voglio dire è ...*

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or read for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned

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- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
S–1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Italian or in their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more they consider particularly useful	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
S–1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task	a. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and try unfamiliar tasks and approaches	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions occurring in their own conversations, and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 30 and 31.

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General Outcome for Strategies
Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
S–2.1 interactive	a. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	a. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	a. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding
S–2.2 interpretive	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	a. select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	a. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
S–2.3 productive	a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	a. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	a. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 31 and 32.

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General Outcome for Strategies
Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	Students will be able to:		
S–3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, and identify and justify the evidence on which their inferences are based
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage their own physical working environment	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
S–3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 32 and 33.

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